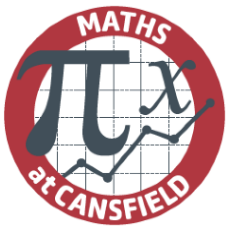
CANSFIELD

ACHIEVING EXCELLENCE TOGETHER

Year 8 Knowledge Organiser



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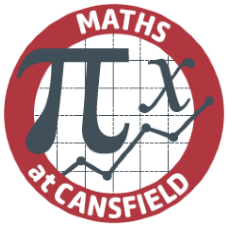
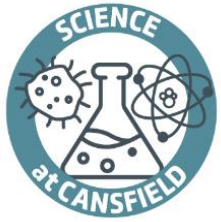




Y8 Maths 1.1

Approximation by Rounding

If the digit after the one under consideration is 4 or less, you round the digit down. If it is 5 or more, you round the digit up.

Whole Numbers

28 467 = 28 000 (to the nearest 1000)

Decimal Places

56.13 = 56.1 (to 1 decimal place)

3.187 = 3.19 (to 2 decimal places)

Significant Figures

561 723 = 600 000 (1 significant figure)

34 630 = 35 000 (2 significant figures)

0.004031 = 0.00403 (3 significant figures)

Estimation

To estimate the answer of a calculation, you must round each figure of the calculation before attempting to work out the answer.

For example:

$11 \times 19 \approx 10 \times 20 \approx 200$

$$\frac{47 \times 89}{21} \approx \frac{50 \times 100}{20} \approx \frac{5000}{20} \approx \frac{500}{2} \approx 250$$

Factors and Multiples

Factors are whole numbers that divide into another number exactly

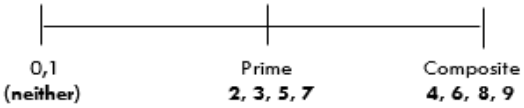
Multiples are numbers that are in timestables

As 18 = 3 x 6

3 and 6 are factors of 18

18 is a multiple of 3 and 6

Whole Numbers



Prime number: has only 2 factors, 1 and itself

Composite number: has more than 2 factors

Square Roots, Cube Roots and Prime Factorisation

$\sqrt{9} = \pm 3$ because 3 x 3 = 9 and -3 x -3 = 9

A number whose square root is a whole number is a perfect square. E.g., 1 , 4, 9, 16, 25, …

$\sqrt[3]{125} = 5$ because 5 x 5 x 5 = 125

A number whose cube roots is a whole number is called a perfect cube. E.g., 1, 8, 27, 64, 125,…

Factors and Multiples

HCF: Highest Common Factor

LCM: Lowest Common Multiple

You can find the HCF and LCM by using prime factorization

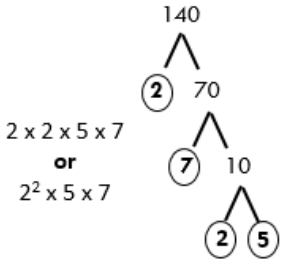
For example:

$48 = 2^4 \times 3$

$60 = 2^2 \times 3 \times 5$

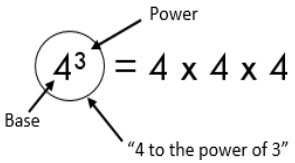
Prime Factorisation

The way of expressing a composite number as a product of its prime factors is called prime factorisation. For example, to express 140 as a product of its prime factors, you can use a factor tree.



2 x 2 x 5 x 7
or
$2^2 \times 5 \times 7$

Index Notation



The index shows the number of times a base is multiplied by itself.

For further revision use Corbett Maths. This contains videos, practise questions and answers.

Key Terms

1. Index
2. Base
3. Prime
4. Factor
5. Multiple

Y8 Maths 1.2

Ratio

A ratio is the comparison of two similar quantities. A ratio has no unit. E.g Kate and Josh share £280 in the ratio 2 : 5.

Kate receives £280 X $\frac{2}{2+5}$ = £80

Josh receives £280 X $\frac{5}{2+5}$ = £200

Rate

A rate is a comparison of two quantities by division. It is usually expressed as one quantity per unit of another quantity. The average rate is used in calculations when the rate is not a constant.

E.g, $\frac{£16}{8kg}$ = £2 per kg

Increasing a Quantity by a Percentage

Increase = percentage increase x original value

New Value = original value + increase

Increase 120m by 13%

13% of 120m = $\frac{13}{100}$ X 120 = 15.6m

15.6 + 120 = 135.6m

Simple Interest

Simple interest = principal x interest rate x time in years

Meaning of Percentage

A percentage is a fraction with a denominator of 100.

1% = $\frac{1}{100}$, 14% = $\frac{14}{100}$, 100% = $\frac{100}{100}$

Speed

Speed is the rate of distance travelled per unit of time. A speed that is unchanged over times is called a uniform speed or a constant speed.

$$Speed = \frac{distance\ travelled}{time\ taken}$$

$$\text{Time taken} = \frac{istance\ travelled}{speed}$$

Distance travelled = speed X time taken

Reducing a Quantity by a Percentage

Reduction = percentage reduction x original value

New Value = original value – reduction

Reduce £30 by 42%

42% of £30 = $\frac{42}{100}$ X 30 = £12.6

30 – 12.6 = £17.40

Map Scale

Map Length : Actual Length

1 : r

Area on the map : Actual Area

$1 : r^2$

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Key Terms

1. Interest
2. Scale
3. Rate
4. Speed
5. Quantity

Y8 Maths 2.1

Basic Algebraic Notation

In algebra, symbols are used to represent numbers. The signs +, -, X, ÷ and = all have the same meanings in both algebra and arithmetic.

Add x to $y = x + y$

Subtract x from $y = y - x$

Multiply x by $y = xy$

Divide x by $y = \frac{x}{y}$

Proof

A proof is a sequence of logical reasoning to show a mathematical statement is true or false.

Algebraic Expressions in the Real World

Let p be a variable for a quantity in a situation.

Then, some other quantities in the situation can be expressed in terms of p. E.g in the equation of $\mathrm{m} = \mathrm{d} \times v$, the value of m can be found when d and v are known.

Equations involving Brackets

Expand the brackets using the distributive law.

5(x -1) + 2(3x + 4) = 36

5x – 5 + 6x + 8 = 36

11x + 3 = 36

11x = 33, X = 3

Solving Linear Equations with One Variable

1) a – 3 = 6 (Add 3 to both sides)

a – 3 + 3 = 6 + 3

a = 9

2) b + 7 = 11 (subtract 7 from both sides)

b + 7 – 7 = 11 – 7

b = 4

3) $\frac{c}{5} = 6$ (Multiply both sides by 5)

$\frac{c}{5} \times 5 = 6 \times 5$

C = 30

4) 4d = 20 (Divide both sides by 4)

$\frac{4d}{4} = \frac{20}{4}$

d = 5

Algebraic Expressions

An algebraic expression involves numbers and letters that are connected with operations such as +, -, X, ÷ e.g $4x + 5y - 6z$

Equation

An equation is of the form 'x = y' where both x and y are algebraic expressions or numbers. The equal sign indicates both sides of the equation are equal.

Substitution

You can substitute each variable in an algebraic expression with its value to evaluate the expression. e.g

P = 3a when a = 2

= 3 x 2 = 6

$4x + 5y - 6z$ when $x = 8, y = 4, z = 5$

= (4x8) + (5x4) – (6x5)

= 32 + 20 – 30

= 22

Formulae

A formula is an equation relates two or more quantities e.g A = bh

For further revision use Corbett Maths. This contains videos, practise questions and answers.

Key Terms

1 Equation
2 Linear
3 Simplify
4 Expression
5 Substitute

Y8 Maths 2.2

Idea of a Function

- A variable y is a function of another variable x if each value of x corresponds to exactly one value of y. E.g y = 2x + 3 is a function.
- A function can be represented by a statement, table, graph or equation.

Linear Functions and their Graphs

- A linear function y of x is of the form y = mx + c where m and c are constants.
- The graph of a linear function y = mx + c is a straight line with gradient m and y-intercept c.
- The gradient is the rate of change of y with x.
- The gradient of the line = $\frac{Change\ in\ y}{Change\ in\ x}$
- A positive gradient = uphill, A negative gradient = downhill
- The y intercept is where the line crosses the y axis

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Solutions of Inequalities

X < 4 means all real numbers that are less than 4

e.g 3, 2, 1, 0, -1,…

X ≤ means all real numbers that are less than or equal to 4

X > 4 means all real numbers that are more than 4

e.g 5, 6, 7, 8,…

X ≥ means all real numbers that are more than or equal to 4

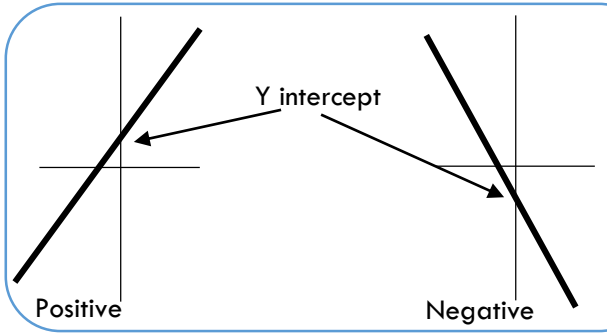
2 < x < 8 means all numbers more than 2 but less than 8

3, 4, 5, 6, 7

2 ≤ x < 8 means all numbers more than or equal to 2 but less than 8 = 2, 3, 4, 5, 6, 7

2 < x ≤ 8 means all numbers more than 2 but less than or equal to 8 = 3, 4, 5, 6, 7, 8

2 ≤ x ≤ 8 means all numbers more than or equal to 2 but less than or equal to 8 = 2, 3, 4, 5, 6, 7, 8



Forming Linear Equations to Solve Problems

- Identify the unknown quantity
- Use a letter, e.g. x, to represent the unknown quantity
- Express other quantities in terms of x
- Form an equation based on the information given
- Solve the equation
- Write down the final answer

Properties of Inequalities

If a < b then a + c < b + c

If a < b then a – c < b – c

If a < b and c > 0 then ac < bc

If a < b and c > 0 then $\frac{a}{c} < \frac{b}{c}$

If a < b and c < 0 then ac > bc

If a < b and c < 0 then $\frac{a}{c} > \frac{b}{c}$

Key Terms

1. Inequality
2. Function
3. Gradient
4. Quadrant
5. Linear

Y8 Maths 3.1

Angle Properties of Polygons

A regular polygon has equal sides and equal angles.
Angles in an *n*-sided polygon add up to $(n-2) \times 180°$.
Exterior angles of a convex polygon add up to $360°$.

Symmetry Properties of Polygons

A rectangle, a rhombus and a square have lines of symmetry.
A parallelogram, a rectangle, a rhombus and a square have rotation symmetry.
A regular *n*-sided polygon has reflection symmetry and rotation symmetry.

Common Sequences Generate from Patterns

Square numbers: 1, 4, 9, 16… n^2
Cube numbers: 1, 8, 27, 64… n^3
Even numbers: 2, 4, 6, 8… $2n$
Odd numbers: 1, 3, 5, 7… $2n-1$

Key Terms

1 Polygon
2 Interior
3 Exterior
4 Term
5 Arithmetic

General Term

The **position-to-term** rule defines the value of each term in a sequence with regard to its position.
The *n*th term T_n of a sequence is its general term.
E.g., for the sequence 3, 7, 11, 15…
$T_n = 4n - 1$

$T_1 = 4 \times 1 - 1$ $T_2 = 4 \times 2 - 1$
$T_1 = 3$ $T_2 = 7$ and so on.
For the arithmetic sequence $a, a+d, a+2d, a+3d$…
The general term $T_n = a + (n-1)d$.

Types of Sequences

Arithmetic sequence: its term-to-term rule is add or subtract a number.
E.G 2, 5, 8, 11
The term to term rule is + 3
E.G 12, 10, 8, 6
The term to term rule is – 2
Geometric sequence: its term-to-term rule is multiplied by a number.
E.G 4, 8, 16, 32
The term to term rule is x2
E.G 81, 27, 9, 3
The term to term rule is x $1/3$

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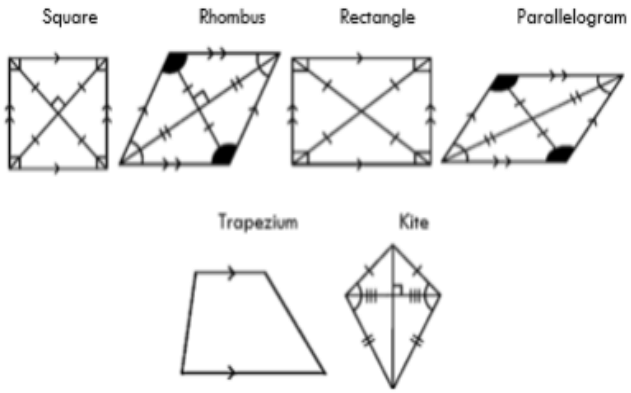
Sequence

A sequence is an ordered list of numbers. Each number in a sequence is called a term.
E.G 3, 7, 11, 15
3 is the first term.
The term-to-term rule defines a term using its previous terms. For the sequence above, the rule is 'add 4'.

Quadrilaterals

Angles in a quadrilateral add up to $360°$.



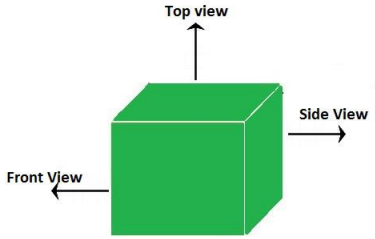
Y8 Maths 3.2

Presentation of data

Pictograms: attractive to the public, not accurate for analysis.
Bar Charts: easy to draw, read scale and compare classes.
Line Graphs: suitable for time-related data, can show the trend of data.
Pie Chats: Can show the relative size of a part in relation to the whole.

Views of a 3D shape

A view of a 3D shape is a 2D representation of the shape. The look of a view depends on the viewing angle.



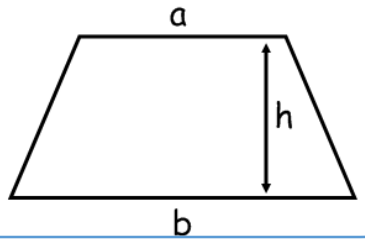
Net

A net of a solid is a plane figure that can be folded up to form the solid.

Trapezium

Area of trapezium = Add the parallel sides
Multiply by the perpendicular height
Divide by 2

Area = $\frac{1}{2}(a + b) \times h$



Scatter Graphs

If each data item consists of two quantities X and Y, then the graph of plotted points of y against x is called a scatter graph. It may show that x and y have negative correlation, positive correlation and no correlation.
When there is a positive or negative correlation, you can draw a line of best fit. The line of best fit should have points balanced on either side of the line. This will allow for estimating data.

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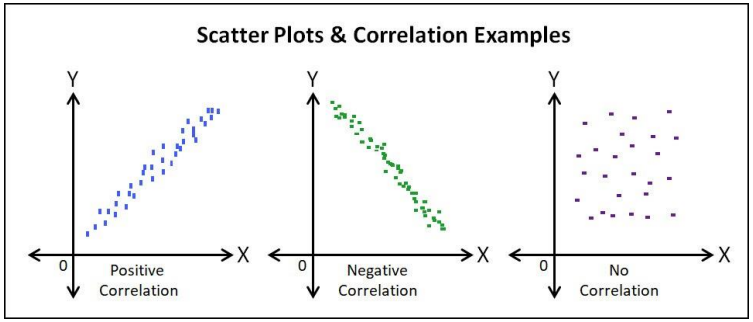
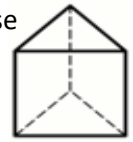


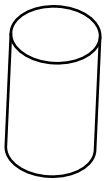
Prism

A prism is a solid with two parallel polygon base and uniform cross-section.
Volume = base area x perpendicular height.



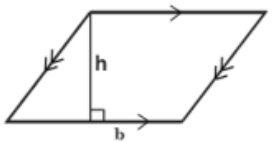
Cylinder

A solid cylinder has two parallel and equal circular end faces and uniform circular cross-section.
Volume = $\pi \times r^2$
Surface Area = $2\pi rh + 2\pi r^2$



Parallelogram

Area of parallelogram = base X perpendicular height
Area = $b \times h$



Misuse of Statistical Graphs

When reading a statistical graph, you should observe:
Whether the vertical scale starts at zero
The scale on both axes
Whether the graphs are proportional to the data

Key Terms

1 Plan View
2 Elevation
3 Faces
4 Edges
5 Vertices

Y8 English 1.1

Victorian Literature - 1837-1901 - the age of discovery

Charles Dickens: Social Reformer.

Charles Dickens was born on February 7, 1812, in Portsea, England. His parents were middle-class, but they suffered financially as a result of living beyond their means. At age 12, Dickens was forced to quit school and work in a blacking factory, a place where shoe polish is made. The horrific conditions in the factory haunted him for life. Many of Dickens' childhood experiences and life events influenced his characters. His father and his family were imprisoned for debt. In nearly all of his novels or short stories, he set out to criticise parts of society and their way of thinking and to stand up for the weak and oppressed. One kind of character he often developed was the child as a victim of society. He believed in charity and wanted his novels to change the way society thought. He died in 1870.

The Victorian Era, under Queen Victoria's rule (1837-1901), was a period of rapid change in medicine, science, technology and industry. As older, more traditional methods started to decline, cities like London grew considerably alongside the growth of the new and quicker engineering and textiles industries. London was a dirty, busy, overpopulated city that was growing quicker than it could cope with. Many people were desperately poor; some were very rich. It became claustrophobic and crowded – and crime grew. London felt the need for an organised police force.

Class divides were strong and clear, particularly in London. Each class had little understanding of others. The new middle class society represented a strict moral code with Christian beliefs, hard work, decency, respectability and family at the core. Women were viewed as the inferior gender, reliant on their fathers and then their husbands and only able to inherit if there was no male heir.

Britain had been colonising land for a long time, but by the 19th century, imperialism was at its height and the British Empire was a superpower. British people felt a moral responsibility in the world but went on to exploit many countries for financial gain.

Sir Arthur Conan Doyle:

Arthur Conan Doyle was on born May 22, 1859 in Edinburgh, Scotland. When his father died, Doyle's rich uncles paid for him to go to a Prep School, and he was then able to go on to study medicine. While a medical student, Conan Doyle was deeply impressed by the skill of his professor, Dr Joseph Bell, in observing the minutest detail regarding a patient's condition. This master of diagnostic deduction became the model for Conan Doyle's literary creation, Sherlock Holmes.

Along with creating the world's most famous detective in stories around the mystery of solving crime, Conan Doyle also used his medical knowledge. During the 1800s, not everyone would have had access to medicine, or know much about it, which created some of the mystery surrounding the crime. Doyle published "The Adventure of the Speckled Band" in 1892. At this time, crime fiction was a new genre, one whose conventions Doyle was defining with each new Holmes story. This was during an age of unprecedented wealth and worldwide imperial control. The jewel of the British colonies was India, a region that plays an important role in "The Adventure of the Speckled Band."

Conan Doyle was knighted in 1902 for his work with a field hospital in Bloemfontein, South Africa, and other services during the South African (Boer) War. He died in 1930.

Detective Genre Features

Villain
Detective
Assistant
Red herrings
Clues
Tension
Victim
Resolution

Great Expectations: This tells the story of the childhood and young adult years of Pip - a blacksmith's apprentice in a country village. He suddenly comes into a large fortune (his great expectations) from a mysterious benefactor (someone who gives to money to help him) and so Pip moves to London where he enters a different world to the one he is used to. He starts to see the world differently but changes in events and circumstances mean that Pip grows not only in maturity but in wisdom…

Great Expectations: The Characters

Pip Pirrip
Miss Havisham and Estella
Biddy
Joe Gargery and Mrs Joe
Provis / Magwitch – the convict
Mr Jaggers
Herbert Pocket
Bentley Drummle

THE ADVENTURE OF THE SPECKLED BAND

One of the earliest cases undertaken by Sherlock Holmes and Dr Watson as a duo, the case is brought to the consulting detective by a scared young lady, Helen Stoner. Her sister had died in mysterious circumstances, and who is afraid of her step-father, Dr Roylett. He follows her and without her knowing, threatens the duo but they are not to be put off. They decide to go to Stoke Moran that day to help her.

Key Terms

1. Protagonist
2. Adversity
3. Legacy
4. Pathetic Fallacy
5. Hierarchy

Y8 English 1.2

Jane Eyre by Charlotte Bronte

Key Characters:

Jane Eyre: The protagonist of the novel. She is an orphan who becomes a governess. Throughout her life Jane has had to deal with oppression and hardship. However, she ensures she maintains the values she believes in which include justice and morality.

Edward Rochester: He owns Thornfield Hall and is also Jane's employer. He is a wealthy and passionate man with a dark secret.

St. John Rivers: He looks after Jane when she has no one and has run away, he serves as a minister but can be perceived as quite cold.

Mrs. Reed: Jane's cruel aunt who treats her badly.

Helen Burns: Jane's friend at Lowood School.

Mr. Brocklehurst: The cruel and hypocritical master of Lowood School.

Maria Temple: Jane's teacher at Lowood School, who treats her with kindness and compassion.

Mrs. Fairfax: The housekeeper of Thornfield Hall

Grace Poole: A servant at Thornfield Hall.

Chapter Breakdown

1 On a bitter day, Jane is curled up with a book when her cousin, John Reed, discovers her and hits her. She fights back and is sent to the red-room.

2 Jane is locked in the red-room. She sits in turmoil until she hears and sees something odd. She begs to be let out. She faints.

3 Jane wakes up in the nursery. Bessie and Mr Lloyd are there. Jane is miserable. Mr Lloyd talks to Jane about going to school.

4 Jane is visited by Mr Brocklehurst, the headteacher at Lowood School. After his visit, Jane and Mrs Reed argue. Jane says she will never call her 'aunt' again.

5 Jane travels to Lowood School. She meets Miss Temple, the kind teacher, and Helen Burns, another pupil.

6 Helen is thrashed for having dirty hands. Later, she talks with Jane and explains that it is better to forgive and be patient than to get angry and seek revenge.

7 Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a liar in front of all the teachers and pupils. Helen smiles at Jane, bringing Jane hope.

8 Afterwards, Jane and Helen visit Miss Temple. Miss Temple says she believes that Jane is not a liar. Jane listens to Miss Temple and Helen's fascinating conversations. Miss Temple hears from Mr Lloyd that Jane is not a liar, and tells the school.

9Jane enjoys the area around Lowood in the spring. Typhus breaks out at Lowood School. Lots of girls get sick. Many die. Helen Burns dies of tuberculosis.

10 Eight years pass. Jane has become a teacher at Lowood School. Mr Brocklehurst had his power removed when his treatment at the school was discovered. Jane applies to be a governess for a family at Milcote.

Victorian attitudes to childhood

A child is a blank slate and can be trained to develop into a rational being.
A child is born completely innocent and pure.
They are only contaminated by contact with corrupt forces.
The child is born evil and must therefore be controlled and punished in order.

Key Terms

1. Gender
2. Gothic
3. Foreshadowing
4. Heroine
5. Bildingsroman

Y8 English 2.1

Jane Eyre by Charlotte Bronte

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Gateshead	• Jane is an orphan who lives with her Aunt Reed and her cousins. The Reeds are cruel to Jane and oppress her. • Jane gets in a fight with John Reed and is forced into the Red Room. • Mrs Reed sends Jane away to Lowood School after telling them she is a liar.
Lowood	• Jane starts school at Lowood and finds the conditions very difficult. Mr Brocklehurst tells everyone Jane is a liar and punishes her. • Mrs Temple clears Jane's name and she excels at school. • Illness comes to Lowood and Helen Burns dies.
Thornfield	• When Jane is an adult she becomes a governess at Thornfield Hall working with Adele, the ward of Mr Rochester. • Jane meets Rochester and the two prove to be intellectual equals. Rochester brings home Blanche Ingram who Jane believes will marry Rochester. • Jane rescues Rochester from a fire and the two become closer. • Mrs Reed becomes ill so Jane goes to say goodbye. • Rochester asks Jane to marry him but on the day of the wedding she learns that Rochester already has a wife living in his attic.
Marsh-End	• Jane refuses to live as Rochester's mistress and runs away from Thornfield through the moors. • Jane meets St.John and his sisters who allow her to live with them. She gets a job as a school teacher. • St.John asks Jane to marry him and move to India with him but Jane says no. • Jane finds out her uncle Eyre tried to contact her years ago and left her a fortune.
Thornfield	• Jane returns to Thornfield to find Rochester only to discover it has burned to the ground because of Bertha Mason. Rochester tried to save his wife but she died in the fire leaving him injured and blind. • Jane finds Rochester and looks after him. Jane marries Rochester and lives an independent life.

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Key Terms

1. Gender
2. Gothic
3. Foreshadowing
4. Heroine
5. Bildingsroman

Y8 English 2.2

'Voice for the Voiceless'

– a study of non-fiction and poems which show the effects of the British Empire –

Cultural identity

Why is it important to study The British Empire and the idea of cultural identity?

- It helps us to understand how people can see things from different perspectives.
- It teaches us how ideas about morality can change, with the passage of time.
- It helps us to see how our identity and self-image is shaped.
- It was a central element in shaping the modern world in which we live.
- It teaches us about our responsibilities to each other.

What was The British Empire?

The British Empire was made up of the colonies and other territories ruled or administered by the United Kingdom, and before that, England. The first English colony was Ireland, which was colonised in 1167. Between the late 16th and early 18th centuries, huge overseas possessions and trading posts were established and ruled by Great Britain. At its height, it was the largest empire in history and, for over a century, was the foremost global power. By 1913, the British Empire held influence over 412 million people, 23% of the world population at the time, and by 1920, it covered 24% of the Earth's total land area. Today, little of it remains under British control.

Poems we will be studying:

- **'Limbo'** by Edward Kamau Brathwaite.
- **'Master'** by Benjamin Zephaniah.
- **'Presents From My Aunts In Pakistan'** by Moniza Alvi.
- **'Search For My Tongue'** by Sujata Bhatt.
- **'Windrush Child'** by John Agard.

Writers' Methods

Repetition: This is when words or phrases are repeated in a literary work. It is also often used in a speech, as a rhetorical device to bring attention to an idea.

Imagery: This is when language is used by poets, novelists and other writers to create images in the mind of the reader.

Direct address: This is when a speaker / writer communicates a message directly to another individual or group of individuals.

Emotive language: Words used to put across or evoke an emotion in the mind of the reader.

Rhetorical question: This is a question that doesn't require an answer from the audience or reader; it's just posed to make a point.

Hyperbole: This is another device that uses exaggeration to create dramatic effect.

Couplet: Stanza of 2 lines; often, a pair of rhymed lines.

Rhyme: Words that sound alike, especially words that end in the same sound.

Key Terms

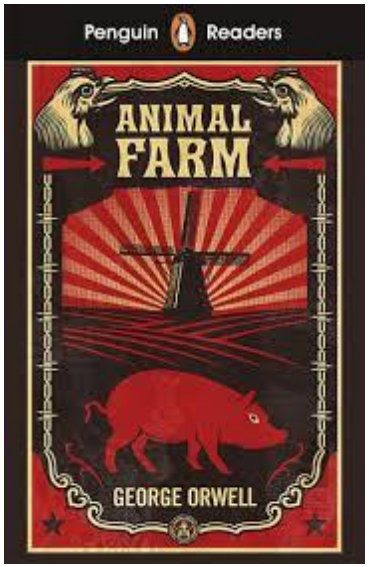
1. Hierarchy
2. Perspective
3. Oppression
4. Poetry
5. Rhythm

Y8 English 3.1

'Animal Farm'

– George Orwell –

The author



Orwell was born Eric Arthur Blair on 25th June 1903 in eastern India, the son of a British colonial civil servant. He was educated in England, and after he left Eton, joined the Indian Imperial Police in Burma, a then British colony. He resigned in 1927 and decided to become a writer.

Late in 1936, Orwell travelled to Spain to fight for the Republicans against Franco's Nationalists. He was forced to flee in fear of his life from Soviet-backed communists who were suppressing, revolutionary, socialist dissenters.

In 1945, Orwell's 'Animal Farm' was published. A political fable set in a farmyard but based on Stalin's betrayal of the Russian Revolution It made Orwell's name and ensured he was financially comfortable for the first time in his life. 'Nineteen Eighty-Four' was published four years later. Set in an imaginary totalitarian future, the book made a deep impression, with its title and many phrases - such as 'Big Brother is watching you', 'newspeak' and 'doublethink' - entering popular use.

Key Quotes

'All men are enemies. All animals are comrades.'
"Napoleon is always right."

"All that year the animals worked like slaves. But they were happy in their work; they grudged no effort or sacrifice, well aware that everything they did was for the benefit of themselves"

"Besides, in those days they had been slaves and now they were free, and that made all the difference, as Squealer did not fail to point out."

Key Characters

Napoleon: 'a large, rather fierce looking Berkshire Boar, the only Berkshire on the farm, not much of a talker but with a reputation for getting his own way'.

Snowball: 'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character'

Squealer: 'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some brilliant point, he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black to white.'

Boxer: 'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together… in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

Key Terms

1. Allegory
2. Tyrant
3. Propaganda
4. Corruption
5. Symbolism

Y8 English 3.2

Much Ado About Nothing

Plot Summary

ACT 1 – Don Pedro arrives in Messina. Claudio falls in love with Hero. Beatrice and Benedick tease each other. Don John plots revenge on his brother.

ACT 2 – At a masked ball, Claudio becomes engaged to Hero. Don John plots to disgrace Hero. His friends trick Benedick to believe Beatrice is in love with him.

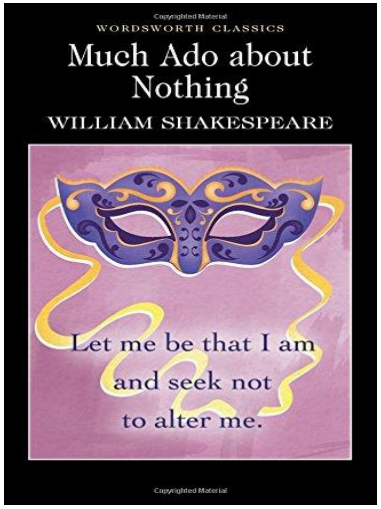
ACT 3 – Beatrice is tricked to believe Benedick loves her. Don John tells Claudio that Hero is unfaithful. The Watch arrest Conrad and Borachio.

ACT 4 – Claudio accuses Hero at their wedding – she collapses and is believed dead. Beatrice and Benedick confess their love for each other.

ACT 5 - Don John's plot is discovered thanks to the Watch. Claudio attends Hero's funeral and discovers she is still alive. They are reunited. Beatrice and Benedick agree to marry.

What is a sonnet?

A poem of fourteen lines, using a specific rhyme scheme, typically about love.



Key Quotations

"I had rather hear my dog bark at a crow than a man swear he loves me." Beatrice Act 1, Scene 1

"In mine eye she is the sweetest lady that I ever looked on." Claudio, Act 1, Scene 1

"If I can cross him in any way, I bless myself every way." Don John, Act 1, Scene 3

"He is the Prince's Jester, a very dull fool." Beatrice, Act 2, Scene 1

"I will be horribly in love with her" Benedick, Act2, Scene 3

"She's but the sign and semblance of her honour." Claudio, Act 4, Scene 1

"I stand dishonoured, that I have gone about to link my dear friend to a common stale." Don Pedro, Act 4, Scene 1

"I do love nothing in the world so well as you. Is not that strange?" Benedick, Act 4, Scene 1

"Thy slander hath gone through and through her heart." Leonato, Act 5, Scene 1

"I do suffer love indeed for love thee against my will." Benedick Act 5, scene 2

"She died my lord, but whiles her slander lived." Leonato, Act 5, Scene 4

"Peace, I will stop your mouth." Benedick Act 5, Scene 4

Key Terms

1. Deception
2. Humour
3. Humiliation
4. Status
5. Honour

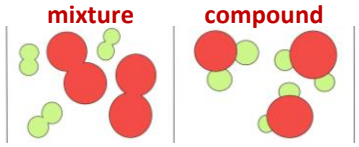
Y8 Science 1.1

Separating mixtures

Key Words:

Solvent: A substance normally a liquid, that dissolves another substance.
Solute: A substance that can dissolve in a liquid.
Dissolve: When a solute mixes completely with a solvent.
Solution: Mixture formed when a solvent dissolves a solute.
Insoluble: Property of a substance that will not dissolve in a liquid.
Solubility: Maximum mass of a solute that dissolves in a certain volume of solvent.
Pure substance: Single type of material with nothing mixed in.
Mixture: Two or more pure substances mixed together, whose properties are different to the individual substances.
Filtration: Separating substances using a filter to produce a filtrate (solution) and residue.
Distillation: Separating substances by boiling and condensing liquids.
Evaporation: A way to separate a solid dissolved in a liquid by the liquid turning into a gas.
Chromatography: Used to separate different coloured substances.

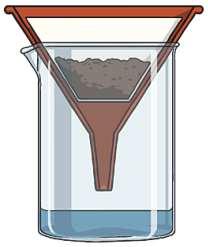
A mixture is made up of substances that are not chemically joined. In a mixture the substances keep their own properties.

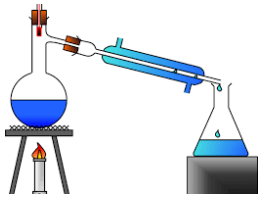


A solution is a mixture of a liquid with a solid or a gas. All parts of the solution are the same. You cannot see the separate substances.

In a solution, the substance that dissolves is called the solute.

In a solution, the liquid in which the solute dissolves is called the solvent.





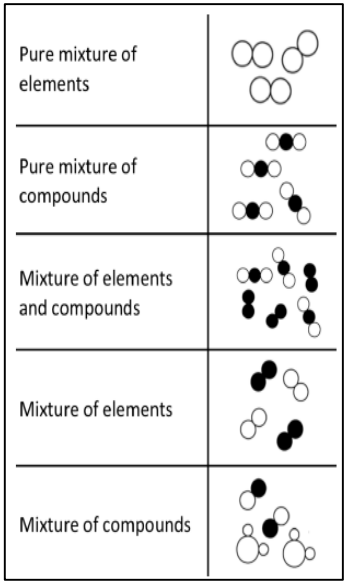
Separation Techniques:

Filtration:
If you have a mixture of an insoluble solid and a liquid then the mixture can be filtered.

Evaporation:
Evaporation separates salt from sea water. Once all of the water particles have left the surface of the solution, solid salt remains.

Distillation:
Salt has a much higher boiling point than water. You can use the difference in properties to separate these two substances. Distillation uses boiling and condensing to separate the substances.

Chromatography:
Used to separate dyes in food colourings, a spot of the mixture is placed at the bottom of the paper. As the solvent soaks up the paper it carries the mixtures with it. Different components move at different rates which separates the mixture out.



A **saturated solution** is a solution in which no more solute can dissolve.

The solution contains the maximum mass of a substance that will dissolve.

There is always some undissolved substance in the container.

Key Terms

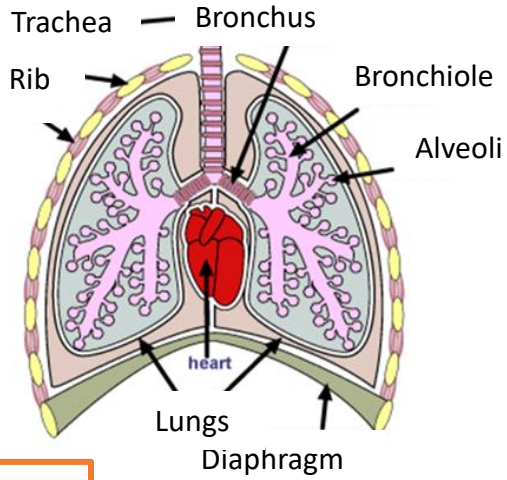
1. Mixture
2. Element
3. Compound
4. Solution
5. Pure substance

Y8 Science 1.2

Food	Reagent	Result
Starch	Iodine solution	Yellow/brown to blue/black
Sugar	Benedict's	Blue to brick red
Protein	Biuret	Blue to purple

Breathing

Breathing is how air gets in and out of your lungs. This is through the process of inhaling and exhaling.
It is also known as **ventilation**.



Gas exchange

The lungs is also where **gas exchange** happens. This is where some of the oxygen that is inhaled will pass **into** the bloodstream. Carbon dioxide will pass **out** of the bloodstream to be breathed out.

The oxygen that is passed into the bloodstream is **used in aerobic respiration.**

Respiration

Respiration is a **chemical reaction** that releases energy from food. It happens in all cells inside the mitochondria.

There are two types of respiration:

Aerobic respiration needs oxygen and **anaerobic respiration** is without oxygen.

The human body uses both types of respiration. Humans do aerobic respiration unless there is a shortage of oxygen e.g. during vigorous exercise. Then the body will also use anaerobic respiration.

Anaerobic respiration releases <u>less energy</u> than aerobic.

Aerobic respiration:

glucose + oxygen → carbon dioxide + water

Anaerobic respiration in humans:

glucose → lactic acid

Anaerobic respiration in bacteria & yeast (fermentation):

glucose → ethanol + carbon dioxide

The energy released via respiration is used for:

- Growth
- Movement

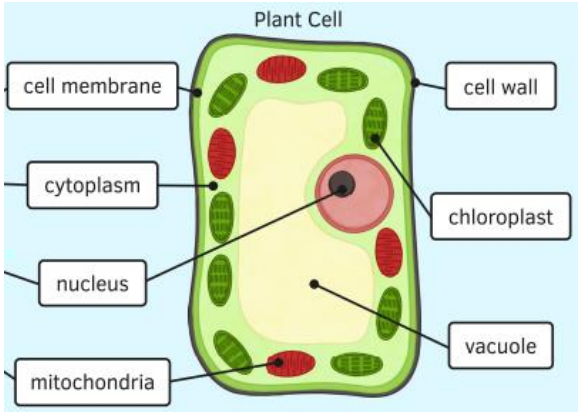
and releases heat

Fermentation is used when beer and bread are made.
Ethanol is alcohol and carbon dioxide makes bread rise.

<u>Key Terms</u>
1. Digestive System
2. Respiration
3. Nutrients
4. Energy
5. Gas exchange

Y8 Science 2.1

Photosynthesis is the process plants use to make food. It occurs in the leaves of a plant. During photosynthesis, the reactants carbon dioxide and water are converted into the products glucose and oxygen.



Photosynthesis takes place in plant cells inside the **chloroplasts**. Chloroplasts contain a green substance called **chlorophyll**. This absorbs the light energy needed to make photosynthesis happen. Plants and algae can only carry out photosynthesis in the light.
The glucose made in photosynthesis cannot be stored so it is converted into **starch** for storage. The starch can be changed back into glucose when it is needed.

Testing a leaf for starch

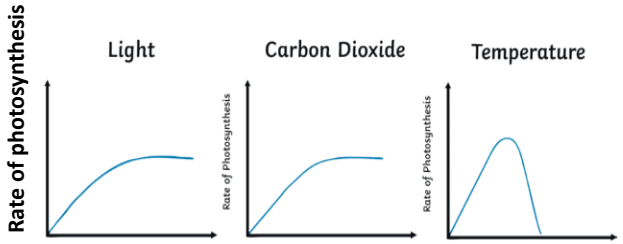
Method:

1. Collect a leaf from a plant.
2. Submerge the leaf in boiled water and leave for 1 minute.
3. Use forceps to remove the leaf from the water and place in a boiling tube.
4. Cover the leaf with ethanol and stand the boiling in a beaker of hot water.
5. Leave for approx. 5 minutes until the ethanol becomes green.
6. Use forceps to remove the leaf from the ethanol and dip into the hot water to soften it.
7. Spread the leaf out on a white tile and cover it with iodine solution.
6. The iodine solution will turn blue/black if the leaf contains starch.

Limiting factors

Photosynthesis can be limited if:

- There is not enough light
- Not enough carbon dioxide
- Low temperatures



Plant minerals

Plants use minerals from the soil to build the complex molecules they need to survive and grow. Poor plant growth may be due to a deficiency in one or more minerals. **Fertlisers** contain the minerals:

- Nitrates
- Phosphates
- Potassium compounds

Key Terms

1. Photosynthesis
2. Glucose
3. Chlorophyll
4. Starch
5. Carbon dioxide

Y8 Science 2.2

Glossary	
Reliable	You are confident they will work when required
Renewable	Energy sources that can be replaced (infinite) e.g. solar, geothermal, wind, wave, hydroelectric
Non-renewable	A resource that cannot be replaced when it is used up (finite) e.g. oil, natural gas, coal and nuclear.
Biofuel	A fuel from burning living matter, such as plants.
Turbine	Revolving machine with blades that are turned by wind, water or steam.
Greenhouse gas	Gases responsible for global warming: carbon dioxide, water vapour

Key Terms

1. renewable
2. non-renewable
3. resource
4. turbine
5. generator

Global warming

Greenhouse gases, especially methane and carbon dioxide get absorbed by the Earth's surface. The increase in CO_2 in the atmosphere is leading to an increase in global temperatures.

Climate change

The increase in CO_2 in the atmosphere causes climate change which is a long-term change in weather patterns . These changes include sea levels rising, ice caps melting, flooding and droughts.

Non-renewables
A resource that cannot be replaced when it is used up

1. Fossil fuels


Natural gas


Oil


Coal

Formed over millions of years from the remains of **dead organisms**
Non-renewable

☺	☹
Reliable	release green house gases
Relatively **cheap**	Air & land pollution

3. Nuclear power

Radioactive materials, eg **uranium** or **plutonium** release energy which is used to **boil water** in a power station.
Non-renewable

☺	☹
Reliable	**Expensive**
Do not release green house gases	**Nuclear waste** is **dangerous** for thousands of years

4. Renewable energy resources

A resource that is **replenished** and not used up

Biofuel
Burning living matter eg plants

☺	☹
Cheap	Requires lots of land
Less pollution than fossil fuels	Releases carbon dioxide

Wind turbines
Use kinetic energy from the wind to spin a turbine

☺	☹
No fuel costs	**Ugly** & loud
No polluting gases are produced	**Unreliable** - depending on the weather

Hydroelectric power
Uses gravitational potential energy to spin a turbine

☺	☹
No fuel costs	**Destroy habitats**
Reliable	Produce **little energy**

Solar power converts light into either electricity or heats water

☺	☹
No fuel costs	**expensive**
Can be used in **remote locations**	**Unreliable** - don't work at night

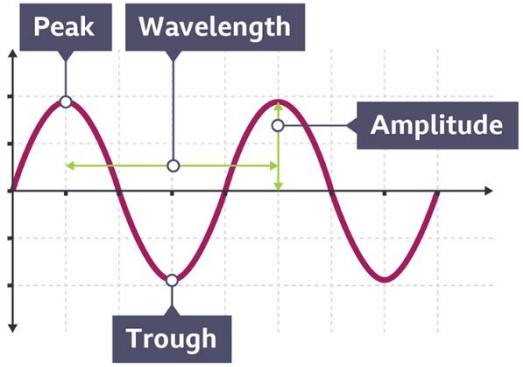
Y8 Science 3.1

All waves transfer energy from one place to another. Examples of waves include: light, sound, ocean waves, radio waves, ultraviolet radiation, x-rays, gamma.

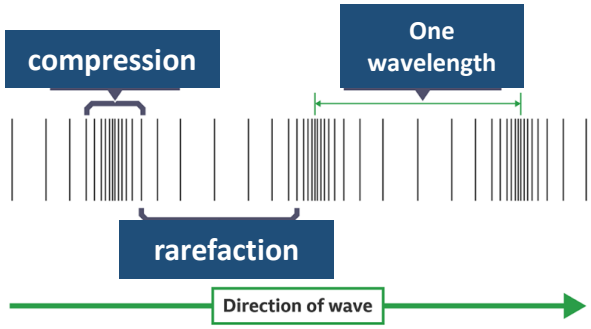
There are two types of wave: **transverse** and **longitudinal**.

Waves can be represented using diagrams, which allow their **frequency**, **wavelength** and **amplitude** to be compared.

Transverse waves
In transverse waves, the vibrations are at right angles to the direction of energy transfer. Examples are: ripples on water, light waves, microwaves, radio waves.

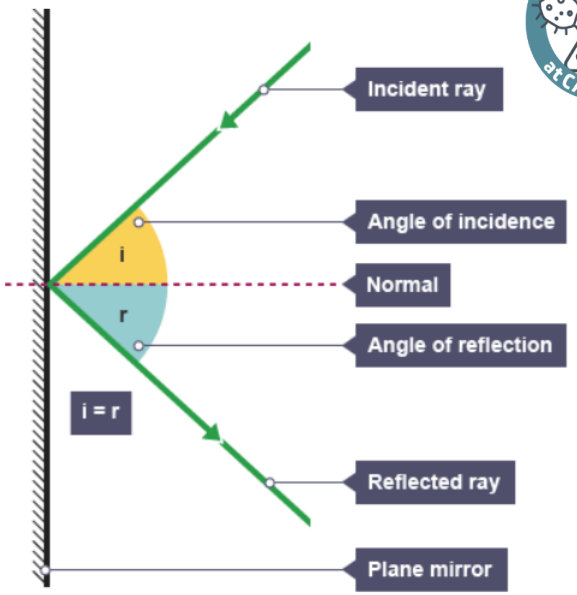


Longitudinal waves
In longitudinal waves, the vibrations are parallel to the direction of the wave travel. Examples are: sound waves, ultrasound waves, seismic waves.



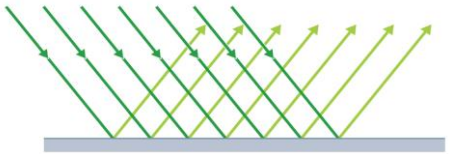
Light and sound waves
Light can travel through a vacuum but sound cannot. Sound needs a medium (substance) to travel though – either a solid, liquid or gas. Sound travels fastest in a solid because the particles are closer together.
Speed of light: 300 000 000 m/s
Speed of sound: 343 m/s

Reflection

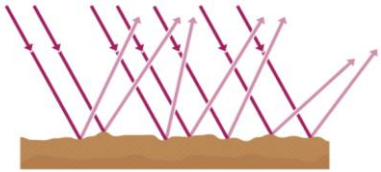


The Law of Reflection:

Angle of incidence = Angle of reflection



Specular reflection: parallel rays reflecting off a plane mirror are all reflected in the same direction.



Diffuse reflection: If light hits a rough surface, the rays are reflected in different directions.

Key Terms

1. Longitudinal
2. Transverse
3. vibration
4. Reflection
5. Amplitude

Y9 Science 3.2

Types of weathering

1 – Chemical
Rainwater is slightly acidic. Minerals in the rocks react with the rainwater. These dissolved substances are then washed away weathering the rock

2. Biological
Animals burrowing in rock causing it to crack. Plants grow through cracks in the pavement , as they grow bigger the cracks get wider and deeper until pieces of rock fall away
Humans weather rock by walking over them

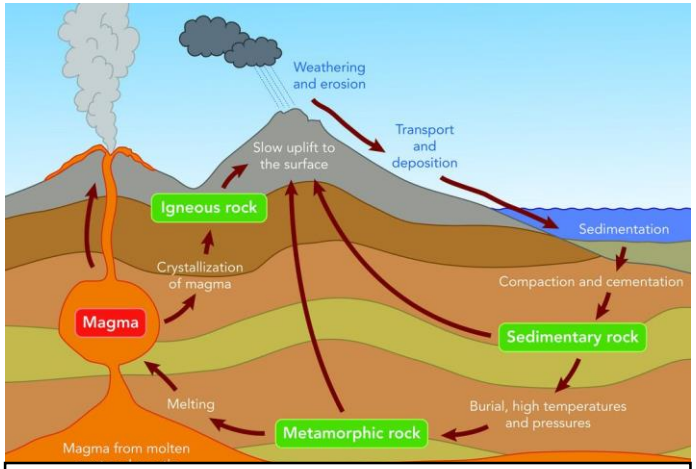
3. Physical
Winder waves and rain cause weathering but hitting the rocks causing small pieces to wear away

Onion skin weathering, when the rock gets hot during the day and cools at night . Causes cracks to form and fall away

Free- thaw weathering. When there are cracks in rock, water enters. The water freezes and expands. Pushing the rock apart. Then the water melts and can move further down the crack, freeze and expand. This keeps happening until pieces are broken away

Sedimentary rock

Sedimentary rock is formed firstly by weathering and erosion. Pieces of rocks are broken away. This rock is then transported in rivers and streams. Eventually the pieces are deposited in the bottom of rivers. Over time layers of sediment build up, this is sedimentation. The weight of the sediments causes compression. Over time the water is squeezed out from between the pieces of rock. Forming salt crystals which stick the pieces of rock together. Sedimentary rock is normally soft and crumbly, often containing fossils and clear layers e.g. limestone chalk, sandstone



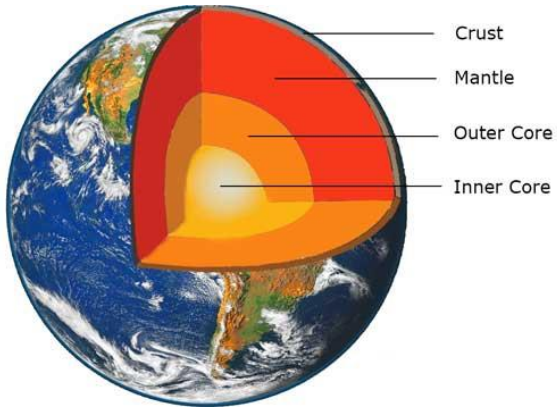
Metamorphic Rock

Rock that is changed by heat or pressure. Can be formed from sedimentary or igneous rock. The rock does not melt but the minerals they contain are chemically changed. E.g. marble and slate

Igneous rock

Intrusive igneous rock: forms when magma cools slowly underground. This type of rock has large crystals in it e.g. granite
Extrusive igneous rock: Lava that cools quickly on the surface. This type has little to no crystals e.g. basalt

The crust is the thinnest layer of the earth. It is solid and made up of two types of plates; oceanic and continental.
The mantle is semi molten and the thickest layer of the earth
The outer core is liquid.
The inner core is solid.



The outer and inner core are made up from mostly iron and nickel. The closer you get to the core the hotter it is.
It is difficult for scientists to investigate the inside of the earth as we currently do not have equipment that can travel that far and withstand the extreme temperatures

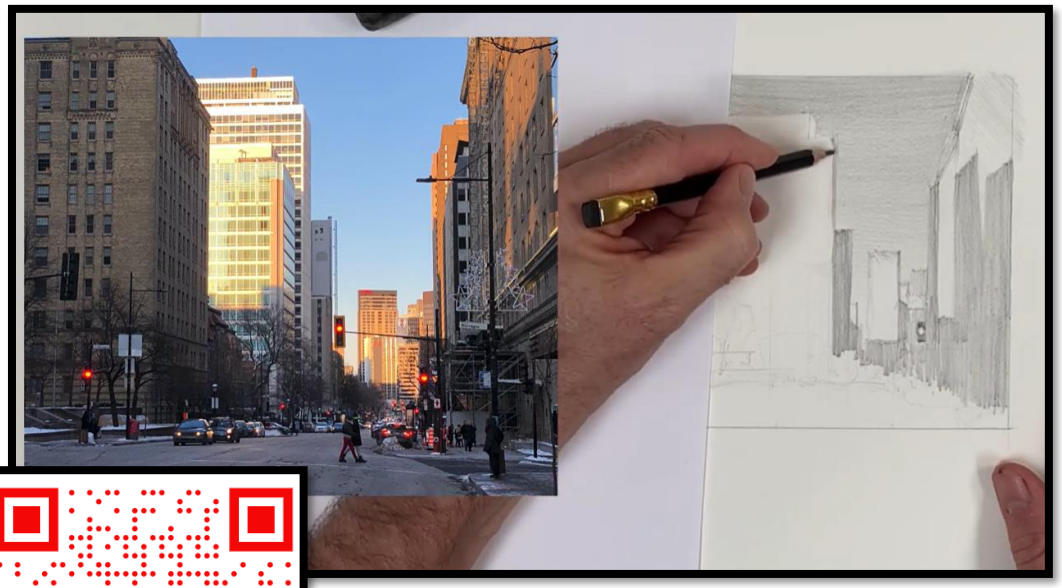
Global warming is usually used to describe the warming of the climate in the past 200 years, which the vast majority of scientists are almost certain has been caused by human activities.

Key Terms

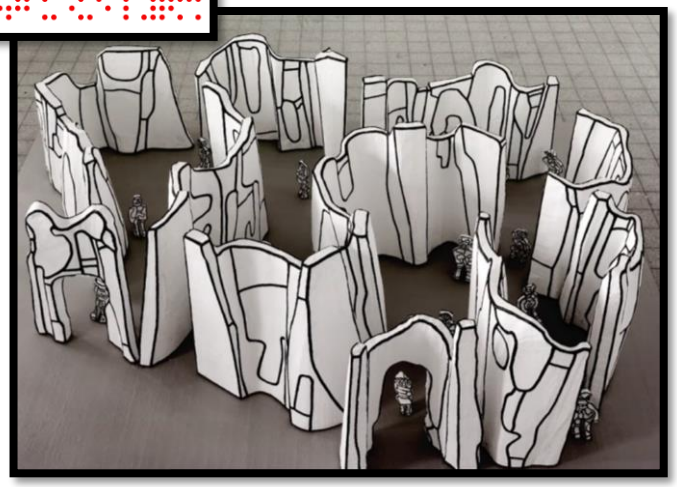
1. Igneous
2. Sedimentary
3. Metamorphic
4. Climate

Y8 Art 1.1 & 1.2

Drawing The City

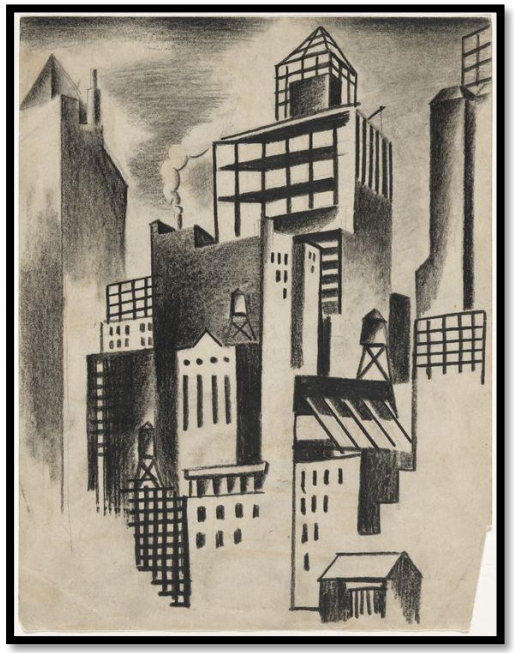


Watch and learn the skill: Sketching the city



Watch and learn : Jean Dubuffet: An urban imagination.

Watch and learn: New York Street with Moon Georgia O'Keeffe



Jan Matulka Cityscape, 1925. Task: Draw this image and use a combination of tone and horizontal and vertical lines.

Key Terms
1. Structure.
2. Composition.
3. Urban
4. Construction.
5. Arrangement.

Y8 Art 2.1 & 2.2

Create an <u>observational eye drawing</u>.

Once you have finished, try adding colours to the background.

Watch these clips to get an understanding of graffiti art

Techniques

Use the two images to inspire your drawings. Create tone by adding shade to aspects of the eye. Use a rubber to create highlights.

You can also try this with pen and coloured pencils. Once complete use the image below to create geometric graffiti inspired designs around your eye.

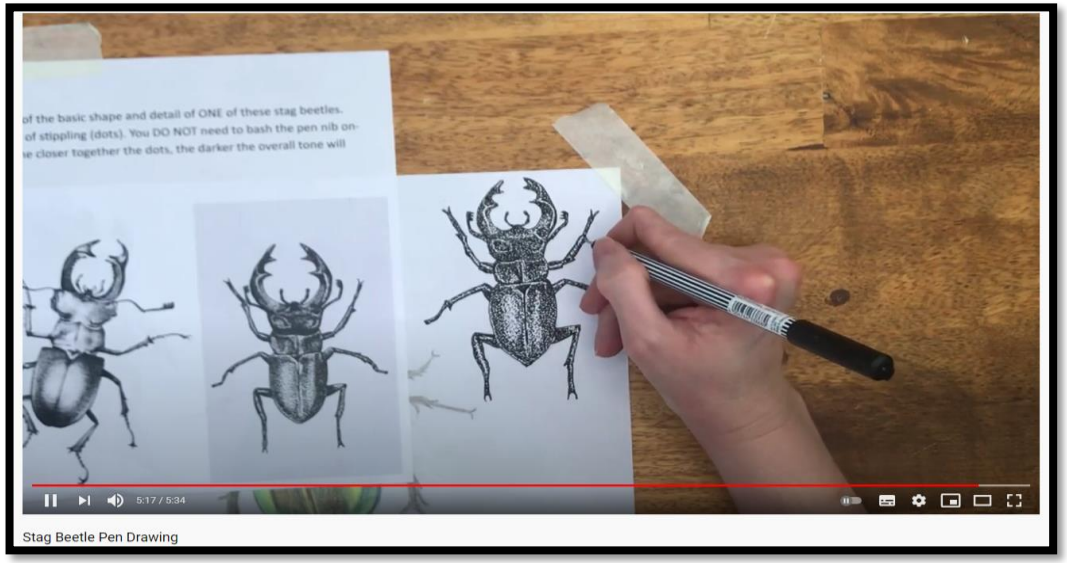
Key Words for this Half Term

1. **Observational**
2. **Expressive**
3. **Communicate**
4. **Geometric**
5. **Abstract**

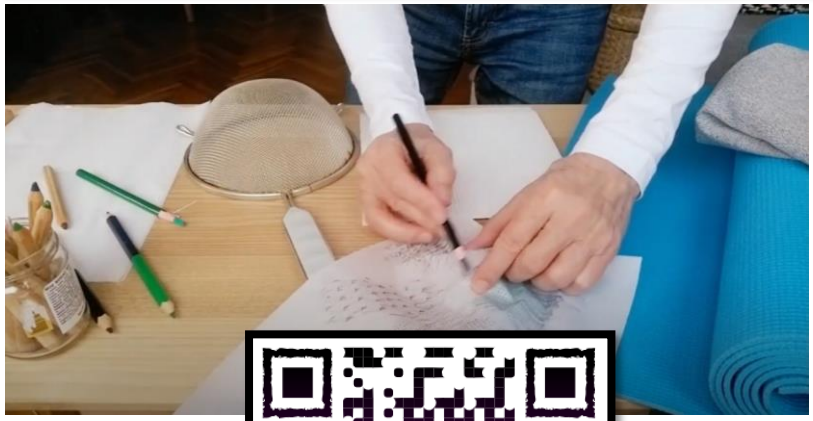
When you have complete the eye, use a mirror to produce an observational drawing of the face. You can follow this YouTube clip to help you.

Y7 Art 3.1 & 3.2

Frottage and Nature



Task: Produce a drawing of a stag beetle, the video will help you with the technique. You can draw the stag beetle on the right.



Task: Now use frottage to create a stag beetle.

Watch and learn the skill: What is Frottage?

Watch and learn the skill: Create a Frottage leaf.

Key Terms

1. Frottage.
2. Surreal.
3. Layer.
4. Texture.
5. Experiment.

Y8 Computing 1.1

Online Safety Act 2023: The Online Safety Act 2023 (the Act) is a **new set of laws** that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more **responsible** for their **users' safety** on their platforms.

Sexting: When people talk about sexting, they usually mean **sending and receiving nude photos**, underwear shots or rude text message or videos.

What you need to know:

- Once you send a message you can't control what happens to it.
- Don't let someone guilt or pressure you into sending a sex text.
- If an indecent or sexual image of you is posted online, you can contact the website directly to have it removed. You can report the photo to many online agencies.

Cyber Flashing: The term refers to a form of sexual harassment where someone **sends unsolicited sexual or nude images** on social media, or through tools such as Bluetooth or AirDrop.

The **Online Safety Act,** which came into effect in January 2024, made cyber flashing a **crime** in England and Wales.

The Act also introduced new rules against sharing '**deep fake**' nudes – images that have been manipulated or created with artificial intelligence.

Deep Fake: A deep fake is an **image or video** that has been digitally altered with the help of **Artificial Intelligence** (AI) to replace the face of one person with the face of another.

Recent years have seen the growing use of the technology to add the faces of celebrities or public figures - most often women - into pornographic films.

The creation of sexually explicit "deep fake" images is to be made a **criminal offence** in England and Wales under a new law, the government says.

Key Terms

1. Sexting
2. Cyber Flashing
3. Deep Fake
4. Online Safety Act 2023

Where can I go for help?

CEOP

ChildLine 0800 1111

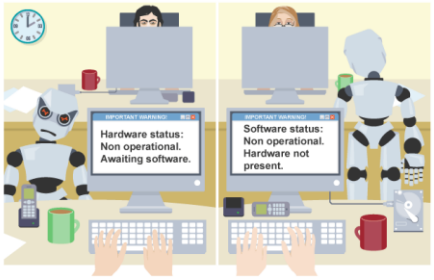
REPORT REMOVE
Nude image of you online? We can help take it down.

The Sharp System

Y8 Computing 1.2

What is Software?

Hardware is the physical parts of the computer and software is the programs that run on a computer. There is a close relationship between hardware and software. Without software, hardware is very limited and without hardware, software would not be able to run. They need each other.



Software makes hardware useful. It gives it the Instructions it needs to operate. When hardware runs software, it loads the software into its RAM.
There are two main types of software:

- systems software
- applications software

Logic Gates:

Logic gates use Boolean operators. The most common Boolean operators are **AND, OR and NOT.** Each operator has a standard symbol that can be used when drawing logic gate circuits.

System Software:

Systems software helps run and maintain the computer. It includes the operating system ,drivers and utility software.

Operating System:

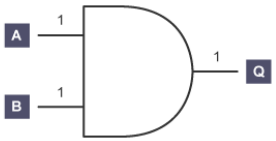
The biggest part of systems software is the operating system. It is an essential part that allows other systems software, and application software, to communicate with hardware.

All computers have an operating system. They cannot operate without one. The operating system is needed to perform a number of tasks. It provides a user interface, manages the use of memory and the opening, closing, saving and deleting of files. Most operating systems have features that look after the security of the computer with usernames and passwords.

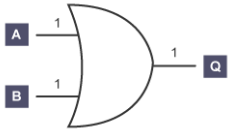
Examples of operating systems include Windows, Mac OS, Linux, Chrome OS and, on smartphones and tablets, Android and iOS.

Types of Logic Gates:

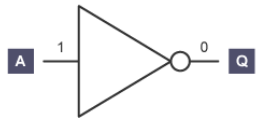
AND GATE



OR GATE

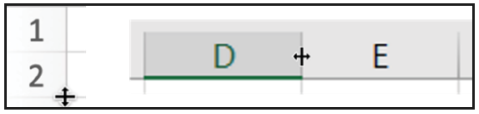


NOT GATE

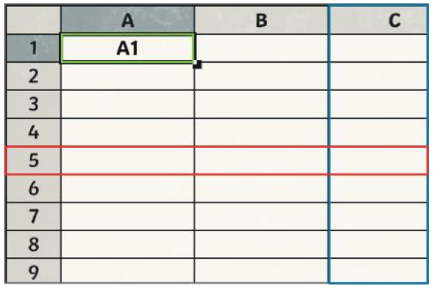


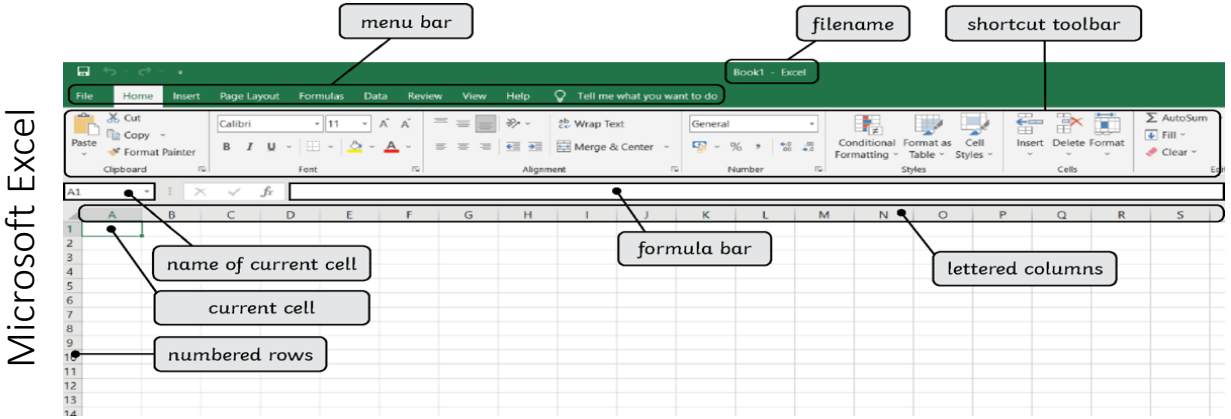
Y8 Computing 2.1

Rows and columns can be resized by hovering the cursor between the column letters or row numbers. The cursor will change to a double line. Clicking and dragging will increase or decrease the size of the rows or columns.



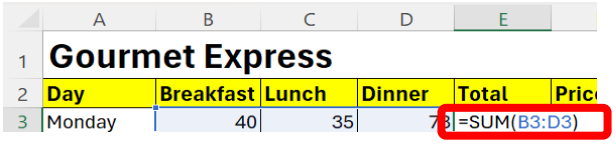
A spreadsheet is a grid made up of separate boxes called cells. The cells are arranged in rows and columns. Each cell can be identified by the row letter and the column number, e.g. A1.





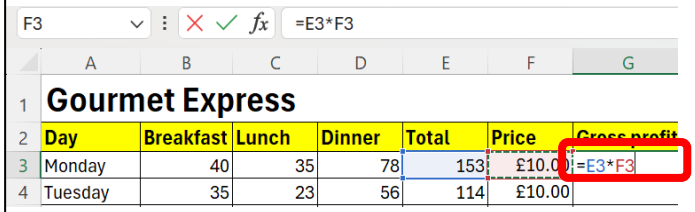
Write =SUM(then click and drag to select the cells you want to add together. Sum from the list of commonly used functions.

The function in a cell will appear in the formula bar when the cell is clicked on.



To find the largest number in a list use the =MAX(highlight the cells to compare). To find the smallest number in a list use the =MIN(highlight the cells to compare)

Click and drag across the cells to choose the range of data to be shown as a chart. Click on Insert on the menu bar, and choose the chart type. Click on the arrow at the end of each chart type to see the different styles.



Write = then click the cell which you wish to multiply together then write * before clicking the next number.

Key Terms	
Spreadsheet	A spreadsheet is a software application used to organise, analyse, and manipulate data, typically in tabular form.
Worksheet	The working document is also known as a worksheet
Cell	A single square within the spreadsheet is known as a cell.
Row	These run horizontally across the worksheet and are identified by a number.
Column	These run vertically down the worksheet and are identified by a letter

Y8 Computing 2.2

What is a computer Game?

Computer games are a form of interactive digital games which people play on their personal computers. The games are played on a keyboard or using a mouse. These games are also installed on a personal computer hard drive or can be played directly online.

Download Game Maker for free!

Game Maker Tutorial

Game Play:

Playing a computer game can be a bit like being the star of your own film or being the main character in a book.

You get to decide what happens as you play the game, making decisions, solving problems, meeting other characters and travelling to new worlds.

Along the way you might practice new skills, learn useful information and work together as part of a team. Playing computer games is a lot of fun!

What is Gameplay?

Whatever the type of game, there will be a story or problem to solve. The player needs to know what the story is to solve the problem. The problem might be simple - fit the shapes together - but very hard to do if the shapes are all moving very fast and explode when they reach the bottom.

A great game will have challenging gameplay that is just hard enough to be interesting but not so hard that it is frustrating.

We might need to:

- match three jewels of the same colour
- fight a dragon
- collect space rocks
- avoid being killed by lava
- build our own town
- land a helicopter safely
- manage a football team

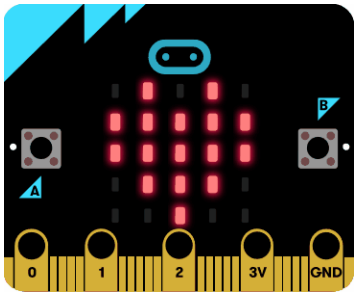
GameMaker™

During this unit of work, we will be using the Software ‘Game Maker’

Y8 Computing 3.1

What is a micro:bit?

The micro:bit is a pocket-sized computer designed to inspire creative thinking in children. It can be programmed in many different ways and has multiple uses.
Through the micro:bit, children are encouraged to explore ideas using real code

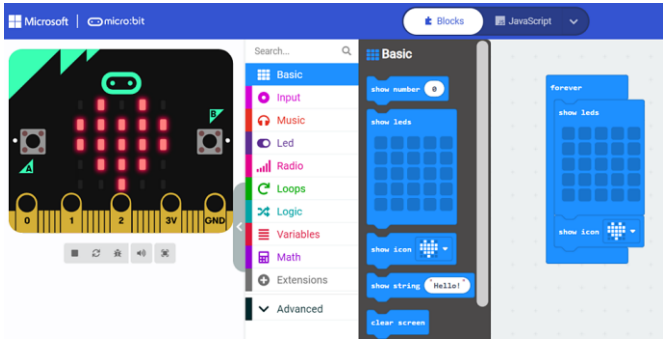


Micro:bit in action:

The micro:bit has been used to create a raft of exciting events and activities - both small and large - not just in the UK but all around the world. These have included:

- Raising a bridge in Copenhagen to bring traffic to a halt
- Rotating the telescope at Jodrell Bank Observatory in Macclesfield
- Turning the lights on at Blackpool Tower
- Creating an 'E-Mom' virtual desktop assistant to monitor children's posture when working
- Creating fitness trackers, virtual pets, remote control vehicles, and much more besides

Block based programming:



When programming the Micro:bit, you will be using block based programming. This is very similar to the programming used when working on Scratch.
All of the programming options are available on the left hand side of the screen and are colour coordinated based on the activity you want to complete.

The hardware:

The device contains a range of sensors, connectors, and inputs that offer multiple ways of using the device. These features include:

- An LED display that also doubles as a light sensor
- An accelerometer that detects motion and movement
- A microphone and a speaker
- Radio and Bluetooth connectivity
- Input buttons and a touch sensor
- Connecting pins that allow it to be slotted into compatible devices or wired into a circuit

Useful websites

Y8 Computing 3.2

What are mobile Applications?

As the use of mobile devices continues to climb, use of dedicated apps is also on the rise.

These apps are increasingly being used to support learning (Google Classroom, SoloLearn, iTunes U, ClassNote), social interaction (WhatsApp, Snapchat, Facebook, Twitter, YouTube) and work practises (from calendars to email and collaborative tools)

appshed

creative apps generation

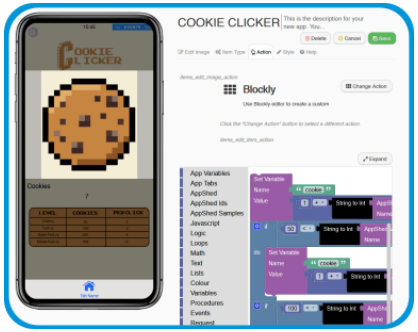
Appshed is the software we will be using during this unit of work.
You will need to log in when at home to access your projects

Advantages of using mobile phone apps:

- Simplicity. Mobile apps generally need very little instruction on how to use them
- They help to engage pupils in education as well as providing them with greater access to educational materials
- They create more interactive ways for us to communicate with family and friends across the world
- They allow more opportunities for flexible working, such as working from home or outside normal office hour

Disadvantage of using mobile phone apps:

- As web apps are designed to be cross platform, unlike native apps, they cannot harness the potential of all the hardware (camera, sensors, etc.) of different devices
- Native apps may have to be coded for two or more environments (e.g., iOS and Android).
- Mobile apps may require access to personal information on your phone. This may feel invasive and could be a potential security weakness
- Mobile websites may not contain all the information or functionality of their desktop counterparts
- In some cases, mobile apps may be more of a distraction from learning in educational settings. Some commentators claim they accelerate information overload



Useful Websites:

Y8 Food and Nutrition 1.1

Food Safety!

- ✓ Use the correct coloured chopping boards.
- ✓ Always use equipment safely and correctly.
- ✓ Ensure all food is cooked fully and to above 75^{0}C.
- ✓ Store raw and cooked foods separately.
- ✓ Do not allow cross contamination to take place.

Personal Safety in the kitchen!

- ✓ Long hair must be tied back neatly.
- ✓ No jewellery to be worn.
- ✓ Aprons must be worn.
- ✓ No nail polish or false nails.
- ✓ Hands must be washed with antibacterial soap and hot water.

When is Black History Month and what is it?

In the UK, Black History Month happens every October.
It gives everyone the opportunity to share, celebrate and understand the impact of black heritage and culture.
People from African and Caribbean backgrounds have been a fundamental part of British history for centuries.

3 Classic Recipes To Try For Black History Month: Scraps To Cuisine

Healthy Breakfast challenge!

A healthy breakfast is a great way to start any day and its recommended to help lead a healthier lifestyle. Proven to help your concentration at school and reduce snacking on unhealthy foods. Try scanning the QR code with healthy breakfast ideas and practice making a recipe at home.

To celebrate Black History Month the Food department is running a competition to see who can make the best dish inspired by black history month at home. Please see the QR code for dish inspiration.

Key abbreviations: Weights and Measurements		
L	Litres	
g	Grams	
ml	millilitres	1000ml =1 litre
Kg	kilograms	1000g
Tbsp	tablespoons	15ml
Tsp	teaspoon	5ml
1pt	1 pint	568ml

Key Terms

1. Cuisine
2. Religion
3. Culture
4. Lifestyle
5. History

Knife skills

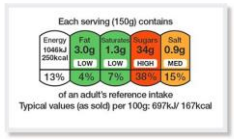
Cuisines from around the World

30

Y8 Food and Nutrition 1.2

brakes

Food labelling



- Nutrition information per serving
- Reference intake - how much of each nutrient should be included in the daily diet

- Tell at a glance if they are high, medium or low in calories, fat, sat fat, sugar and salt
- Choose foods with more greens and ambers and fewer reds

Seasonal foods

Seasonal food is fresh food that is ready to eat during its preferred season.
For example, Scottish **raspberries** are juicy and delicious in the summer and early autumn. They do not grow wild in Scotland during winter as it is too cold.

Energy balance

To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).
This is called energy balance.
When energy intake is higher than energy output, over time this will lead to weight gain (positive energy balance).
When energy intake is lower than energy output, over time this will lead to weight loss (negative energy balance).

Energy balance can be maintained by:
- regulating energy intake through the diet;
- adjusting physical activity levels;
- a combination of both.

Physical activity should be an important part of our daily energy expenditure.

Activities can include:
- Activity at work, e.g. use the stairs not the lift.
- Household chores, e.g. vacuuming.
- Looking after others.
- Leisure-time activities, e.g. gardening.
- Transport (walking or cycling to school or work).
- Sport.

Children and young people are recommended to do **at least 60 minutes** of moderate intensity exercise **every day**.

Adults are recommended **to do at least 150 minutes of moderate aerobic activity every week or 75 minutes of vigorous aerobic activity**. They are also recommended to do **strength exercises on two or more days a week** that work all the major muscles.

Key Terms

1. Energy requirements
2. Food labelling
3. Physical activity
4. Energy expenditure
5. Seasonal foods

Y8 Food and Nutrition 2.1

Digestion
The body requires energy from food and drink. Our bodies release the energy and nutrients from food.
The food passes down the Gastrointestinal tract (GI) tract as shown below.

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Try some recipes that are high in fibre for fibre February.

Chinese New Year Wednesday 29 January 2025

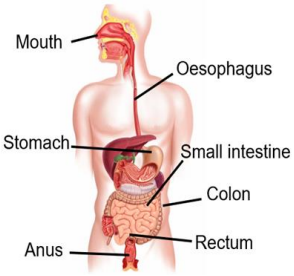
Chinese New Year or the Spring Festival is a festival that celebrates the beginning of a new year on the traditional lunisolar Chinese calendar. Chinese New Year's Eve dinner is a family reunion occasion, and *the* most important dinner for the entire year. The New Year's Eve banquet is exquisite; however harsh life might have been over the year, everyone would always try to have the best dishes on the table.

In food technology this term you will make a traditional Chinese dish. Have a go at making a Chinese dish at home.

What is a vegetarian diet?
A vegetarian is usually someone who does not eat meat, poultry, fish, or any animal by-products. However, there are different types of vegetarians.
Some common types of vegetarians are:
Lacto-ovo-vegetarians (the most common type) – eat dairy products and eggs.
Lacto-vegetarians – eat dairy products but not eggs.
Ovo-vegetarian – eat eggs but not dairy products.
Vegan – does not eat any products of animal origin so does not eat any dairy products, eggs, or honey.
Some people may also define themselves as vegetarians but still eat some fish, meat, or poultry occasionally.
Pescatarians – eat a mainly plant-based diet but with some fish.
Flexitarian' or 'semi-vegetarian' - eat a largely plant based diet but occasionally eat meat, fish, or poultry.

Key Terms

1. Chinese New Year
2. Traditions
3. Fibre February
4. Vegetarian
5. Vegan



Y8 Food and Nutrition 2.2

Micronutrients

Vitamins

There are two groups of vitamins:

- fat-soluble vitamins, e.g. vitamins A and D.
- water-soluble vitamins, e.g. B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

Minerals

Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

Calcium is essential for a number of important functions such as the maintenance of bones and teeth, blood clotting and normal muscle function.
Sodium is needed for regulating the amount of water and other substances in the body.
Iron is essential for the formation of haemoglobin in red blood cells. Red blood cells carry oxygen and transport it around the body. Iron is also required for normal metabolism and removing waste substances from the body.

Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities.
These include:
keeping the heart beating;
keeping the organs functioning;
maintenance of body temperature;
muscle contraction.

Different people need different amounts of dietary energy depending on their:
age;
gender;
body size;
level of activity;
genes.

Planning what to cook

Deciding on what to cook or eat, whether for yourself or someone else, requires making a number of decisions:
beliefs and values;
consumer information;
food preferences;
food provenance;
health and wellbeing;
social and economic considerations;
who, what, when and where.

Nutritional needs can vary depending on a number of factors:

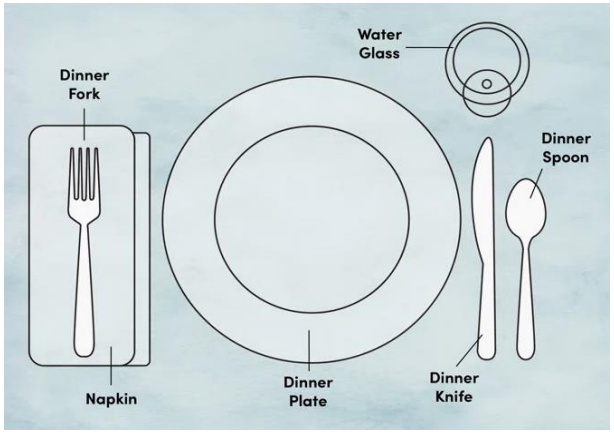
- **different life stages** – childhood, adulthood, female (pre/postnatal, pre/post menopausal), later adulthood;

Y8 Food and Nutrition 3.1

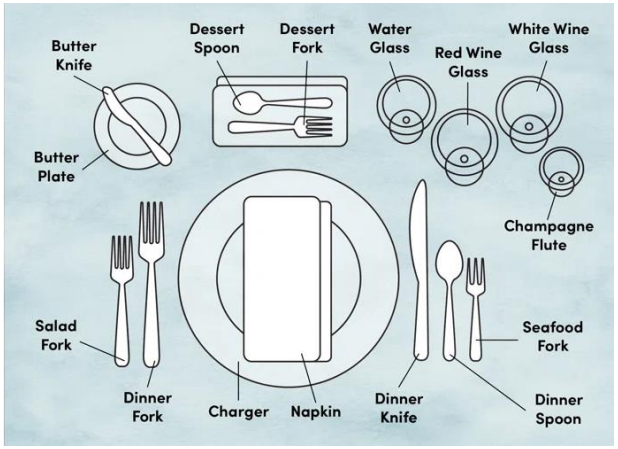
Setting the table influences:

- the appearance of the food served
- the tone/feeling of the meal
- people feeling important

Basic Place Setting



Formal Place Setting



Types of vegetarian

A vegetarian does not eat any animal flesh such as meat, poultry, or fish. A vegan is a stricter vegetarian who also avoids consuming dairy, eggs, and any other ingredients derived from animals

Type of Vegetarian	Included Foods	Excluded Foods
Lacto-Ovo	Milk, dairy products, eggs	Meat, fish, poultry
Lacto	Milk, dairy products	Meat, fish, poultry, eggs
Ovo	Eggs	Meat, fish, poultry, milk, dairy products
Pesco (Pescatarian)	Fish, seafood May include dairy products and eggs	Meat, poultry
Semi (Flexitarian)	May occasionally include dairy products, eggs, chicken, fish, meat	
Vegan	Only plant-based foods	Any animal products, including meat, fish, poultry, eggs, dairy, honey, gelatin, etc.

Types of vegetarian

Key Terms

1. Vegan
2. Lacto vegetarian
3. Ovo vegetarian
4. Pescatarian
5. Flexitarian

Y8 Food and Nutrition 3.2

Different cooking methods

ESSENTIAL COOKING METHODS

FRUGAL AND THRIVING

DRY-COOKING METHODS

SAUTEING/FRYING

Cook in a pan with a little oil over hot to medium hot heat.

Steak
Fish
Vegetables
Pancakes
Eggs
Fritters
Breaded Foods
Fruit

DEEP FRYING

Cook in batches hot oil between 160C - 200C.

Vegetables
Fish
Chips
Battered Foods
Chicken
Desserts

BAKING/ROASTING

Oven cooking at varying temperatures.

Cakes
Pastries
Meat
Whole Roasts
Chicken
Fish
Vegetables

GRILLING/BROILING

Close direct heat from either above or below. Also includes barbequing.

Bread
Meat / Chops
Vegetables
Fish
Chicken
Kebabs

WET-COOKING METHODS

BOILING/SIMMERING

Cook in water at 100C for boiling or lower temperature for gentle simmering.

Pasta
Grains
Vegetables
Beans
Tougher cuts of meat

POACHING

Cook delicate foods in liquid at low temperature (no bubbles). Add flavourings to poaching liquid.

Eggs
Fish
Chicken breast
Fruit
Vegetables

BLANCHING

Cook foods briefly in boiling water before refreshing in ice water. Used for freezing vegetables or partially cooking vegetables so they maintain texture and colour.

Vegetables
Fruit

BRAISING/STEWING

Brown meat and vegetables before cooking slowly in water, stock or sauce.

Meat (tougher cuts)
Chicken
Fish
Vegetables
Beans

poaching

roasting

bake

steam

Flambé

stir fry

fry

boil

Bake

toast

steam

stew

barbecue

Key Terms

1. Sautéing
2. Boiling
3. Simmering
4. Poaching
5. Baking
6. Braising
7. Roasting
8. Grilling

Y8 DT

Useful Websites:

Day of the dead

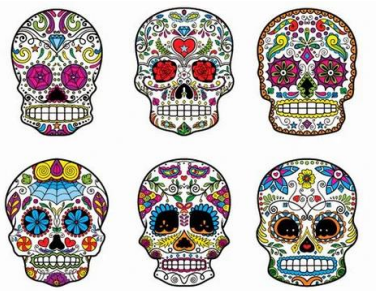
Electronic textiles

Hand sewing

Wide eyed needle

Embroidery thread.

Felt



Day of the dead festival.

Día de los Muertos, or Day of the Dead, is a celebration of life and death. While the holiday originated in Mexico, it is celebrated all over Latin America with colourful calaveras (skulls) and calacas (skeletons).

Sugar Skull meanings:

Various Motifs and Colours

Different shapes of the skulls tell different stories. A smaller skull is in honour of an infant or a child who passed. A larger skull is a symbol of ancestors and elders.
Sugar skulls can be decorated with various colours, and each of them holds a special meaning:

- Red is used to represent blood
- Orange represents sunshine
- Yellow is a symbol of the Mexican or Aztec marigold, representing death itself
- Purple is a symbol of pain
- Pink and white illustrate hope, purity, and celebration
- Black is a symbol of the Land of the Dead

Different Eye-Shapes

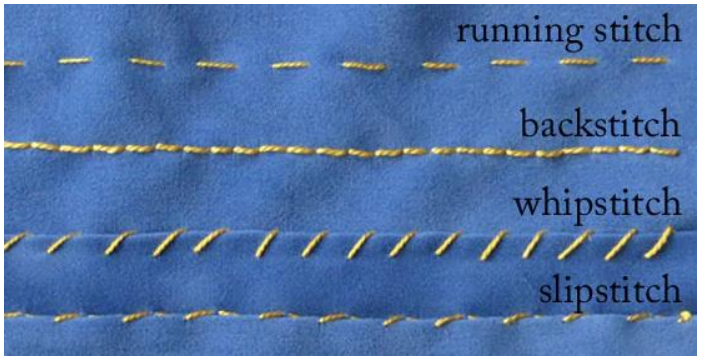
- Hearts as eyes is a way to add a feminine element to the skull, which also symbolize the love for the person who passed.
- Candles as eyes are a symbol of remembrance of the passed loved one. Lighting a candle for someone also represents a spiritual way of honouring them and guiding their soul towards the light.
- Marigolds are beautiful tall flowers used to represent the fragility of life. It's believed that their vibrant colour and pungent smell guide the spirits of the loved ones to their families' altars.
- Diamond eyes is a less traditional motif found on sugar skulls. This sparkling, rare, and durable gem symbolizes the inner beauty of an individual and the value it gives them.

Key Terms

- E-textiles
- Day of the dead
- Sugar skulls
- Motifs
- Symbols
- Embroidery thread
- Felt

E-textiles refers to the use of electronics in textiles products to add functional or decorative effects. They are sometimes called electronic textiles and wearable electronics.

4 basic hand stitches



Y8 DT

Useful Websites:

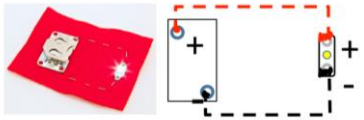
What is an electric circuit ?

Electric circuits are paths for transmitting electric current, or moving electricity. Such circuits allow electricity to be used to provide power to lights, appliances, and many other devices.

Key Terms

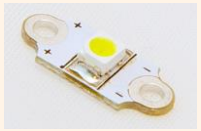
- E-textiles
- Coin Cell battery
- Conductive thread
- Coin Cell holder
- LEDs
- Circuit
- Negative
- Positive

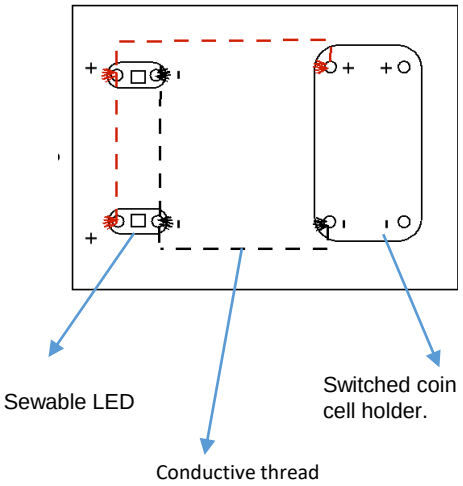
What Your Circuit Should Look Like



E-textiles circuits

A basic circuit is made using a specially designed cell holder (battery holder) and LED which are attached to fabric using over sewing stitches and a specialist conductive thread. There are some key rules to follow such as making sure the negative and positive sides of the circuit don't touch.

Component picture	Name
	**Switched coin cell holder.** Notice the positive (+) & negative (-) markings on the rings on the cell holder. Also notice the on/off slider switch)
	CR2032 Coin cell battery
	Conductive thread
	Sewable LEDs



When stitching your circuit you must make sure the negative side of the cell holder is stitched to the negative side of the LED then use a new thread to stitch the positive side.

Switch

A switch used to turn a circuit on (closed) and off (open).

Lamp

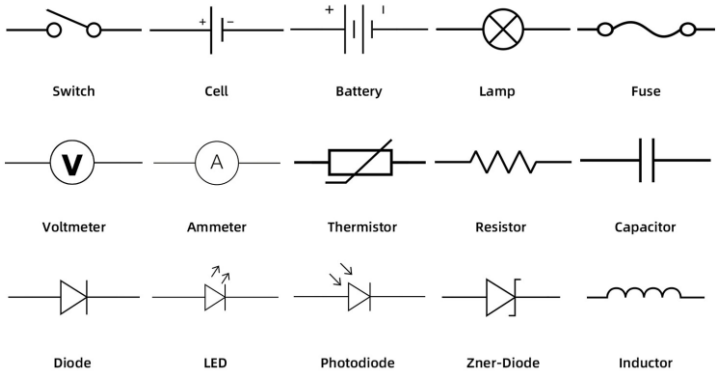
An electrical heats the in a bulb so that it gives out light.

Fixed resistor

A resistor restricts or limits the flow of electrical current. A has a that does not change.

Variable resistor

Moving the position of the slider on this resistor, changes the resistance. A is used in some dimmer switches and volume controls.



Y8 DT

Useful Websites:

Biomimicry is the term used to describe our use of forms, structures and systems found in nature. **Anthropomorphism** is when we identify human characteristics in manmade and natural forms. **Camouflage** term is used to describe the process of blending in nature.

The circular economy copies the tried and tested system laid out by nature, re-thinking the way we make and use products.

Key Terms

1. Function
2. Aesthetics
3. Form
4. Structures
5. Biomimicry
6. Camouflage
7. Architecture
8. Fibonacci
9. Anthropomorphic
10. The Circular economy

Form vs. function

Form is the shape, look and feel of something. The form of a product may be pleasing to look at. However –

- The form of a product may also reflect the function of the product
- Often the form will indicate to the user how the product should be used

Function is how something works or is used. Whilst the form may be pleasing, if a product is designed to do a specific job or jobs it should:

- Be fit for purpose – it should be able to carry out its function efficiently
- Perform as expected – meeting the needs of the user

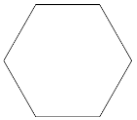
Aesthetics differ from form in that the aesthetics of a product also include factors such as colour, material, finish and texture
In general different people find different things aesthetically pleasing depending on their tastes.

Louis Sullivan

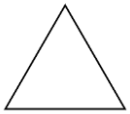
In the 1890s, an American architect, Louis Sullivan, coined the phrase 'form follows function'
He felt that the appearance of a building, structure or product should reflect its function
The Shard is London's tallest building –architecturally striking for a vibrant community

The Shard- London

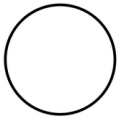
" …. Form ever follows function, and this is the law. Where function does not change form does not change." Louis Sullivan.



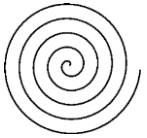
Hexagon



Triangle



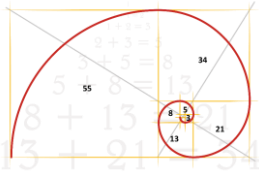
Circle



Spirals

Frank Lloyd Wright

Fibonacci-Research shows that some forms are universally aesthetically pleasing. An example is the spiral, a form widely found in nature.



There is a mathematical formula for creating a spiral Named after an Italian mathematician, the Fibonacci sequence of numbers is created by adding the two previous numbers in the sequence together:

1,1,2,3,5,8,13,21,34,55,89

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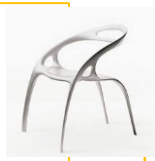
Useful Websites:

Natural forms origami tutorial.

Flower origami tutorial

Organic forms

Creation of organic forms requires materials that can easily be manipulated. Moulds can be produced to enable organic forms to be cast, moulded or blown from molten metals, plastics or glass.



Key Terms

- Organic
- Geometric
- organic architecture
- Prototypes
- Modelling to scale
- Proportions
- Product Analysis
- Biomimicry

Organic vs geometric shapes

Organic forms are often asymmetrical and irregular and lack pattern or repetition.

Geometric forms are uniform and many are also symmetrical, in nature they are often found repeated to create structures and patterns.

Organic architecture

Architect Frank Lloyd Wright believed a building should be in harmony with its surroundings. His designs are inspired by the natural environment. The building on the right is called 'Fallingwater'

The buildings at the Eden Project are examples of both **organic architecture** and b**iomimicry**. This project is based in Cornwall.

Geometric forms may be considered easier to construct using a range of materials as mathematical formulae can be used Shapes can be cut from board or made using frame construction methods Jigs and templates can help to create spirals shapes.

Modelling to scale:

Sometimes in the initial stages of design it is not practical to make a full sized prototype. Scaling down a model reduces its size but maintains its proportions. For example 1:2 = half size

1:5000 model scale

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Differences between **modern** and **smart** materials
Modern materials are designed to have specific properties and characteristics, so that they can be used to improve existing materials used in products. Smart materials have unique changes that occur in response to external stimuli, making the smart material react in a clever way.

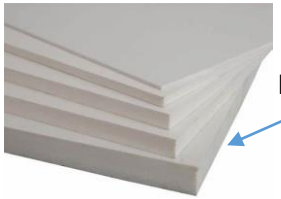
Smart materials

• Smart materials can display a physical change due to external stimuli.
A smart material is a category of materials that react when something triggers them. It can be a change in temperature or light for example.
QTC or Quantum Tunnelling Composite is a black rubbery
material which is an electrical insulator, but when placed under compression, it becomes a conductor. It is used in clothing, smart phones and outdoor equipment, normally as a material to make an electrical switch.
Photochromic pigments or film are used to change colour in ultraviolet (UV) light. This is used in spectacles that automatically darken as the sunlight gets brighter. It is useful in high-rise buildings and office blocks to prevent strong sunlight penetrating inside.
Thermochromic pigments are useful when used in baby products like spoons, bottles and bath toys. This allows the product to change colour to indicate temperature.
Shape memory alloys or SMAs are materials that change their shape when heated. Spectacle frames made from Nitinol can be returned to their original shape easily. Also, dental braces made from Nitinol can help straighten teeth.
Polymorph is a polymer that becomes malleable at 62°C.

Useful Websites:

Modelling foam board

Modelling foam board or white foam board is an
eco-friendly versatile material used for framing, mounting
design work and creating scale architectural models.
Available in different thicknesses, foam board is a dense
layer of foam sandwiched between two thin card faces.
It will take ink, print, paint and toppers. It is completely
non-toxic and acid free, with anti UV finishing to resist
yellowing over time.
Modelling foam board is easy to cut, leaving a clean finish
in this sturdy material. It can also be laser cut.



Modelling foam board

Styrofoam

Styrofoam is a trade name for expanded polystyrene foam also called blue modelling foam. It can be purchased in a variety of sheet sizes and thicknesses. It is easy to cut,
shape and work, and has excellent insulation properties.

Key Terms
Modern
Smart
Materials
Photochromic
Thermochroic
Modeling foam board
Styrofoam

Traditional methods of production involve drawing designs by hand, creating a number of prototypes and using humans to manually produce goods or operate machinery. Some products still benefit from these methods of production, such as those with a reputation or tradition for being hand made. However new methods of CAD and CAM offer the benefits of being cheaper, quicker and more efficient.

Computer aided design

Computer Aided Design (CAD) drawing allows components to be manufactured using
Computer Aided Manufacture (CAM)
. Computer aided manufacture is very fast and accurate and requires less human intervention.

Computer aided manufacture (CAM)

involves using computers to control machines during the production of goods. By using CAM, designs can be sent to CAM machines such as laser cutters, 3D printers and milling machines. Design files must first be drawn up using computer aided design (CAD) software.

Y8 Geography 1.1

Key Terms…

Greenhouse Effect – occurs when certain gases in the atmosphere (the air around the Earth) trap infrared radiation making the planet warmer.

Global Warming – a gradual increase in the overall temperature of the earth's atmosphere due to the greenhouse effect

Climate Change – a large-scale, long-term shift in the planet's weather patterns or average temperatures.

Fossil Fuels – a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.

Renewable Energy – energy from a source that is not depleted when used, such as wind or solar power.

Non-Renewable Energy - any natural resource from the Earth that exists in limited supply and cannot be replaced if it is used up (e.g. oil and coal).

What is the Greenhouse Effect?

The greenhouse effect is a natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases (carbon dioxide, methane, water vapour, nitrous oxide)

As more greenhouse gases are created by people through burning fossil fuels (e.g. driving cars, creating electricity), deforestation and landfill sites, more heat is absorbed which leads to global warming. This is know as the 'Human Enhanced Greenhouse effect)

What are the positive features of fossil fuels?

- Electricity produced at a low cost
- Gas fired power stations are efficient
- Fossil fuel power stations can be built anywhere

What are the negative features of fossil fuels?

- Fossil fuels release carbon dioxide when burned
- Fossil fuels are non-renewable
- Mining coal can be dangerous and damage environment

What are the impacts of climate change?

Sea Level Rise: As the ice is melting sea levels are rising leading to coastal flooding

Hurricanes: Due to warming oceans has been an increase in hurricanes

Drought: Higher temps and lower levels of rainfall causing drought and famine.

How can climate change be managed?

Renewable energy (solar power, wind turbines) to reduce greenhouse gases as they create energy naturally and will not run out.
transport schemes (public transport, cycle paths) to reduce carbon dioxide emissions
Recycling to reduce waste in landfill sites and methane emissions
insulating house to reduce heat and energy loss and use of electricity from fossil fuels and carbon dioxide emissions

Y8 Geography 1.2

Key Terms…

Coral Reefs – Large underwater structures composed of the skeletons of colonial marine invertebrates called cora

Coral Bleaching – the process when corals become white due to changes in temperature, light, or nutrients.

Coriolis Effect – Storms swirl clockwise (Southern hemisphere) and anticlockwise (Northern Hemisphere) due to the rotation of the Earth.

Hurricane Eye – The eye is the focus of the hurricane, the point about which the rest of the storm rotates

Storm Surge – A rising of the sea as a result of wind and atmospheric pressure changes associated with a storm

What are the features Maldives?

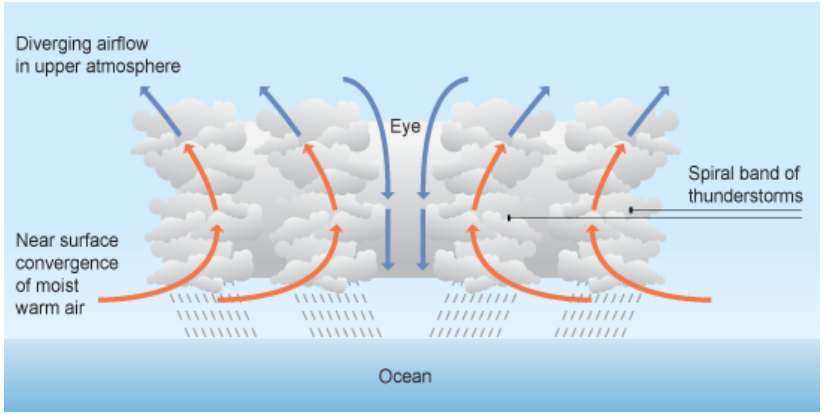
The Maldives is located in the Indian Ocean with over 1,000 islands. It has a combined population of approximately 350,000. The height of the islands makes them vulnerable to sea level rise. The Maldives' highest point is Mount Villingili at 5.1 metres, and 80 per cent of the land is less than one metre above sea level making it vulnerable to sea level rise from climate change.

What are the impacts of climate change for the Maldives?

Drinking water - when salt water from the sea contaminates freshwater, it puts great stress on accessing enough drinking water from the ground.
Tourism under threat - Tourism accounts for 90% of the Maldives economy. The threat of tsunami and coastal flooding means some tourists are unwilling to visit affecting development.
Damage to coral reefs - as sea temperatures rise, ecosystems such as coral reefs will die. Coral bleaching occurs, which in turn affects fish and plant life which feed off the coral.

How do hurricanes form?

Hurricanes form over warm ocean waters – over 26°C. Warm moist air rises creating a tropical storm. The coriolis effect causes the wind to start spinning in an anticlockwise direction. Cooler air is sucked into the centre centre creating the eye of the hurricane. Once the wind speed reaches 75mph it is classified as a hurricane.



What happened in 2017?

The historic 2017 Atlantic hurricane season produced 17 named storms, most notably Harvey, Irma, and Maria that left hundreds dead, destroyed communities across the southern U.S. and Caribbean and caused an estimated $265 billion in damage – the most expensive hurricane season on record. **Hurricane Harve**y set a new mark for the most rainfall from a U.S. tropical storm. **Hurricane Irma** became one of the strongest Atlantic Ocean hurricanes ever recorded. **Hurricane Maria** was the most powerful hurricane to make landfall on the main island of Puerto Rico in 85 years.

Y8 Geography 2.1

Key Terms…

Hydrological Cycle – The continuous flow of water between the earth's surface and the atmosphere

Erosion – Wearing away of the landscape (e.g. rivers / coasts)

Transport – The movement of material through the landscape (e.g. rivers / seas)

Deposition – Laying down of material in the landscape when the energy carrying the material reduces (e.g. rivers / coasts)

Meanders – A bend in a river channel

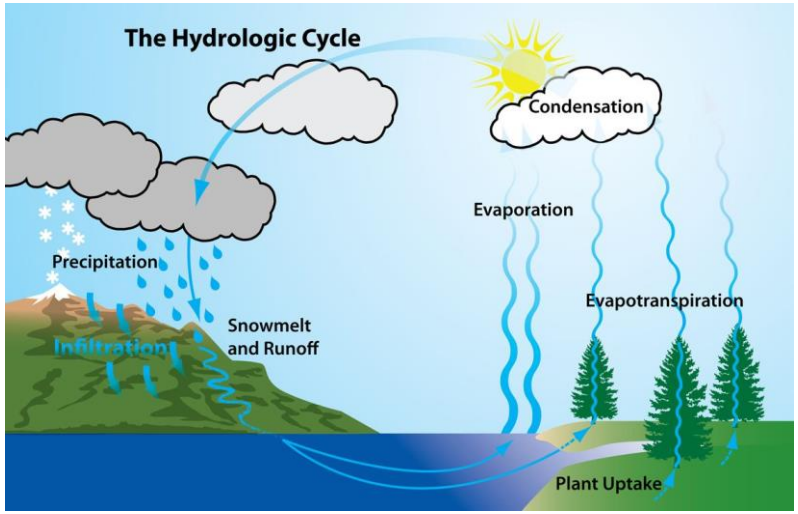
Floodplain – An area of flat land near a river that is often flooded when the river becomes too full

Hard Engineering – Artificial structures to defend against flooding such as sea walls or concrete river embankments

Soft Engineering – Method of reducing floods by planting trees or allowing areas to flood naturally

What is the hydrological cycle?

The hydrological cycle is also known as the water cycle. Seas and oceans contain 97% of the world's water, and ice holds 2%. That leaves just 1% of the world's water as fresh water on land or in the air. This water is recycled again and again through the process of evaporation, condensation and water transfers such as infiltration and surface runoff.



What is the long profile of a river?

Rivers transport water downwards because of gravity. As they move further downhill, they gather more water and become larger. Rivers can be divided into three sections: the upper, middle and lower courses. Together, these three courses form the long profile. Within each section typical landforms are created as waterfalls are found in the upper course, meanders are found in the middle course and floodplains are found in the lower course. All landforms are created by three process, **erosion**, **transport** and **deposition**.

What are the causes of flooding?

Impermeable rock – These rocks do not let water through so water is forced into the river as surface runoff
Saturated soil – If heavy rainfall has fallen earlier the soil may become saturated forcing water to run directly into the river
Steep slopes – rain falling onto steep slopes is unable to enter the soil so runs as surface runoff into the river
Deforestation – cutting trees reduces interception and so more water directly enters the river
Urbanisation – rain falling on concrete/tarmac is unable to soak into the ground. Drains quickly direct the water into the river

How can flooding be managed?

Hard engineering – more expensive and has a greater impact on the surrounding landscape as they aim to control the flow of the river (e.g. dams, flood barriers)
Soft engineering – cheaper and long-term and *sustainable*, with less impact on the environment as they work with the river (e.g. afforestation)

Y8 Geography 2.2

Key Terms...

Hard Engineering – Artificial structures to defend against flooding such as sea walls or concrete river embankments

Soft Engineering – Method of reducing floods by planting trees or allowing areas to flood naturally

Floodplain – An area of flat land near a river that is often flooded when the river becomes too full

River Embankment - A thick wall of earth that is built to prevent water from a river or the sea from flooding the area

Primary Data - Data that has been generated by the researcher

Secondary Data – Data that has already been collected by another researcher

How has Croston been affected by river flooding?

Croston has a long history of flooding. On 22 June 2012, 72 homes and businesses were flooded in the village after torrential rainfall. The worst flood in recent history occurred on 22 August 1987 when around 205 properties, mostly residential, were affected.' On Boxing Day 2015, 344 properties were affected by flooding from the River Yarrow.

What has Croston done to reduce flooding?

The Croston Flood Risk Management Scheme, will benefit residents who were flooded on Boxing Day 2015, when 344 properties were affected.

The scheme, which includes an upstream flood storage area on the River Yarrow and 600m earth embankment is capable of retaining up to 1.3 million m3 of water – equivalent to 520 Olympic size swimming pools.

How can we measure the success of the management strategies?

Types of data – To assess the effectiveness of the management strategies you can use primary Data which is information that you have collected yourself or secondary data, information collected by us from another source.

Data Collection – To collect data you can use field sketches (drawing a sketch of the area), bipolar surveys (assessing the positives / negative features of an area) or interviews (seeking opinions from various groups of people)

Y8 Geography 3.1

Key Terms…

Biome – A community of plants and animals occupying a major habitat (e.g. rainforest)

Ecosystem – A biological community interacting with its natural environment

Tropical Rainforest – Large forest ecosystem (biome) that exist in the hot, wet climate found either side of the equator

Carbon Sinks – Places where carbon is stored over very long periods of time (e.g. rainforest)

Adaptation – Organisms changing in order to be better suited to its environment

Deforestation – The cutting down or burning of trees

Ecotourism – Tourism directed towards exotic, often threatened, natural environment with the aim to conserve and observe wildlife

What are the features of the Tropical Rainforest?

The tropical rainforest is a hot, moist biome found near Earth's equator. The world's largest tropical rainforests are in South America, Africa, and Southeast Asia. Tropical rainforests receive from 60 to 160 inches of precipitation that is fairly evenly distributed throughout the year. The combination of constant warmth and abundant moisture makes the tropical rainforest a suitable environment for many plants and animals.

What is the structure of the Tropical Rainforest?

Emergent Layer - The tallest trees and are usually over 50 metres tall.

Canopy - The sea of leaves blocking out the sun from the lower layers. The canopy contains over 50% of the rainforest wildlife.

Under Canopy – Mainly contains bare tree trunks and lianas. Lianas are vines that climb the vegetation in a bid to reach sunlight.

Forest Floor – Usually dark and damp. It contains a layer of rotting leaves and dead animals called litter.

What are the causes of deforestation?

Hydroelectric Power (HEP): Thousands of hectares of forest need to be cut down and flooded to create a reservoir in order to supply water for HEP.

Logging: Logging involves the deforestation of large areas of rainforest in order to produce timber to make a variety of items such as furniture.

Cattle Ranching: Large areas of the Amazon rainforest have been cleared to allow cattle to graze off the land – this is the biggest cause of deforestation.

How have plants adapted?

Drip tips – plants have a pointed tip to allow water to run off quickly to avoid fungal growth.

Buttress Roots – Shallow roots are spread over a wide area to give trees extra support.

How have plants adapted?

Camouflage – The sloth uses camouflage and moves slowly making it difficult to spot.

Strong Limbs – Spider monkey has strong limbs to move through the canopy.

How can the tropical rainforest be managed sustainably?

Ecotourism is to reduce the impact that tourism has on environments by ensuring the natural environment is not damaged and companies work with local people.

Wildlife corridors involve connecting one patch of healthy rainforest to another. Wildlife can use the corridors for migration.

Y8 Geography 3.2

Key Terms…

Arctic – The polar region located at the northernmost part of Earth

Antarctica – The southernmost continent and site of the South Pole, is a virtually uninhabited, ice-covered landmass

Ocean Currents – Predictable flows of water that flow through the seas and oceans

Tundra – An ecosystem largely found in the Arctic region – treeless, short growing season, average temps below 10°C

Permafrost – Soil, rock or sediment that is frozen for more than two consecutive years

Inuit – A member of a group of indigenous peoples of northern Alaska, arctic Canada, and Greenland

Sustainable Tourism – Visiting somewhere as a tourist and trying to make a positive impact on the environment, society, and economy

What is the difference between the Arctic and Antarctica?

The Arctic is a sea of ice surrounded by land at the highest latitude of the northern hemisphere. Antarctica is a continent (land) in the southern hemisphere.

Temperatures vary in the Arctic from -34°C (winter) to -3°C (summer). It is much colder in Antarctica as temperature range from −57 °C (winter) to -10°C (summer).

The Arctic is home to the polar bear, arctic fox and caribou reindeer. Antarctica is home to the emperor penguin, walrus and sea lions.

What are the features of the Tundra?

The tundra can be found in Alaska, Northern Canada, edges of Greenland. The tundra lands around the edge of the Arctic stay frozen for nine months of the year.

In the summer months (May - July), only the surface thaws. Deeper ground stays frozen (permafrost). Melted snow cannot infiltrate the permafrost so in summer the lands become waterlogged. The tundra is a cold, almost treeless plain covered with moss and some grass-like plants.

How have plants and animals adapted?

Plants – Most of the plants are small, grow close together and close to the ground. This protects them from the cold temperatures and the strong winds.

Animals – Polar bears are white to help them camouflage easily, have thick fur keep warm and wide, large paws to help them grip the ice. The caribou's hoof is hollowed out like a big scoop and allows the caribou to dig through snow for food.

What environmental issues affect the Arctic?

Arctic ice melting due to climate change, which is affecting sea levels and the ability of polar bears to hunt.

Also, the Arctic region has many minerals that are important to people like; iron, gold and oil. People live and work in the Arctic to remove these valuable minerals and sell them. This a good thing as it brings money into the area. However it also releases more pollution into the atmosphere.

How can the Arctic be managed? Due to the melting of the ice cap and exploitation of drilling affecting Alaska and Russia, there is a growing need to reduce climate change through local, national and international efforts. Sustainable tourism is also a growing industry that looks to protect the environment whilst at the same time support local Arctic economies.

Y8 History 1.1

Introduction to womanhood in Elizabethan England:
-It was very ***stereotypical.***
-On average, a woman gave birth to a child every two years, but as a lot of babies and children died from sickness, families were not always large.
-Elizabethan society was **patriarchal**, meaning that men were considered to be the leaders and women their inferiors. Women were regarded as "the weaker sex", not just in terms of physical strength, but emotionally too.
-Women not seen as powerful enough to rule as queen, this raised issues of marriage for Elizabeth.
-Women linked to the original sin of Eve.

Great Chain of Being:
-People believed that God had put them there, and that is why they were rich and poor.
-It was a way to blame the poor for being poor, but also a way to encourage the rich to give to charity.
The Gentry: Gentry houses were surrounded by gardens, orchards & estate farms. Their owners, always had plenty of food & a rich & varied diet. Around 2% of the population, were rich gentlemen, but they owned half the land.
Middling sort: These people were craftsmen or tradesmen, who had successful businesses in the towns. Sometimes, they governed their own village, or looked after the church.
The labouring poor: Half the population, who earned their living in the countryside. They went from place to place, looking for work (called vagabonds) They would struggle to pay their rent, buy food & fuel, during these times.

Elizabeth's image: Elizabeth has the struggle of being a woman. Grew up as a child in the weakest position. She was deemed illegitimate, her brother was the true heir, her sister, although in a similar position, has powerful relatives along the continent. Elizabeth learned that the only person to protect her was herself. Her image became the most important. She had two key images: **'Gloriana**' is from Spenser's 'The Faerie Queene', which was Arthurian fantasy literature that made allegorical references to recent history and prominent people, **Gloriana** was one of the characters Spenser meant to allude to **Elizabeth** herself. She liked it and gave Spenser a pension of £50 a year to complete it.
'The Virgin Queen' - Married only to her country, pure.

Power:
The Privy Council (P.C.): These were the most trusted courtiers. They would advise her on matters, such as; finance, law, trade & defence.
-Parliament: Not like today, met and discussed less important matters, were wealthy landowners.
- **Lord Lieutenant**: responsible for each county.
- JPs: Did the most to keep Elizabethan society running. Usually from educated gentry families.

Secretaries of State
(Closest advisors):
Francis Walsingham
William Cecil

Why was there a conflict with Spain?
Marriage: Elizabeth Refused Phillip II.
Religion: The Papal Bull excommunicated Elizabeth.
Sailors: Francis Drake had attacked the Spanish for years, there had been many issues in the Americas.
Mary Queen of Scots: The beheading of a Catholic Queen.
Why did the Spanish Armada fail?
English Tactics: The fire ships broke the formation of the ships. The bombardment by the English cannons. The English had faster ships and experienced commanders.
Spanish mistakes: Spanish ships were designed for the Mediterranean. They were delayed in the Netherlands because the soldiers were not ready. Brought many of the wrong cannonballs. Commanders inexperienced.
Weather: Storms caused great destruction to the Spanish fleet.

Religious problems:
In February 1570, **Pope** Pius V declared that **Elizabeth** was a heretic and, as such, she was **excommunicated** by way of a Papal Bull (order). The Bull released Catholics from any loyalty to **Elizabeth** and called upon them to remove her from the throne. This led to a series of plots against Elizabeth that strove to depose her and replace her with Mary, Queen of Scotts.
Examples of plot: Babington Plot, Ridolphi Plot
Spanish Armada: An attempted invasion of England by Catholic Phillip II of Spain to win back England for the Pope and avenge Mary Queen of Scots.

Key Words for this Half Term
- Patriarchal
- Poverty
- Armada
- Exploration
- Propaganda

Y8 History 1.2

James I

James was both King of England and Scotland, and joined the two nations together. He was the target of the Gunpowder Plotters. He believed in the Divine Right of Kings, the belief that God gave King's their power, and therefore could not be argued with by anyone.

Key Events

1	1603	Elizabeth I dies, James VI of Scotland becomes James I of England
2	1605	Gunpowder Plot – Catholic plan to blow up Parliament and King James.
3	1625	James I dies - his oldest son Charles becomes King Charles I.
4	1629	The Personal Rule of Charles I starts - he closes down Parliament for 11 years.
5	1640	The Personal Rule comes to an end – Parliament is reopened
6	1642	The English Civil War starts
7	1649	Execution of Charles I
8	1653	Oliver Cromwell is made Lord Protector of England.
9	1660	Restoration of the Monarchy – Charles II becomes King
10	1665	The Great Plague of London

Charles I

The eldest son on James I, Charles also believed in the Divine Right of Kings. This led to arguments with Parliament, which in the end led to the English Civil War. Charles eventually loses, and is the only King to be put on trial and executed by the country.

Oliver Cromwell

Oliver Cromwell was an MP, who rose to fame due to New Model Army in the English Civil War. After the war, he was one of the MP's who signed Charles I death warrant. He later became Lord Protector of England, leader of England until his death in 1658.

Charles II

Charles II, son of Charles I, was in hiding in France after his father was beheaded. When Oliver Cromwell died he started to plan his return. In 1660, he successfully landed and paraded through London to cheering crowds. Often called "The Merry Monarch"

Key Words

11	**Divine Right of Kings**	Belief that Kings power came from God and therefore nobody could defy them
12	**Treason**	The crime of acting to overthrow the government or harm/kill the monarch
13	**Monarch**	Sovereign head of state – usually a King or Queen
14	**Parliament**	Body of chosen representatives that run Great Britain
15	**Regicide**	The act of killing a monarch
16	**Dragoon**	Cavalry soldier who fought on foot
17	**Cavalry**	Soldier who rides a horse into battle
18	**Pike-men**	Soldiers who carried long 10ft spears called pikes
19	**Government**	The people that rules the country or place
20	**Puritan**	Very strict Protestants
21	**Musketeers**	Soldiers who fought with muskets (early form of rifles)
22	**New Model Army**	New type of army created by Parliament
23	**Lord Protector**	Title given to Oliver Cromwell
24	**Restoration**	The return of monarchs to the throne of England
25	**Cavaliers**	Nickname given to supporters of Charles
26	**Roundheads**	Nickname given to supporters of Parliament
27	**Ship Money**	An emergency tax on England, taken advantage of by Charles I

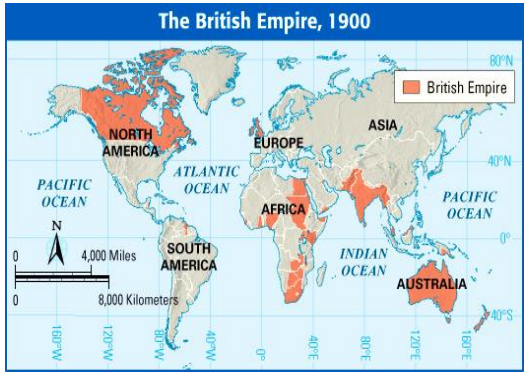
Key Words for this Half Term

1. Execution
2. Democracy
3. Sovereignty
4. Absolute Monarchy
5. Republic

Y8 History 2.1

-*An empire* is a collection of tribes, regions, territories, states or even countries that are ruled over and controlled by one leader or "mother" country.

-*A colony* is the area controlled by the "mother country."



Causes of American Revolutionary War:

Taxation: Following the 7 years' war, England decided they should tax the Americans to regain some of their losses. They brought in the Stamp Act in 1765, which caused rage amongst the American colonists. They resented having to buy English products, but having to pay extra tax for them tool.

Lack of representation: The American colonists did not have representation in the British parliament. This meant that they had no say on their own taxation or laws that were implemented by the British. They did not like this, as although they had their own state governments, they could be overruled by the British one.

Military, Lexington and Concord: British General Thomas Gage led a force of British soldiers from Boston to Lexington, where he planned to capture colonial radical leaders, and then head to Concord and seize their gunpowder. But American spies got wind of the plan and were ready with a militia. This ended in fighting.

Social, Boston Tea Party: The movement, the Sons of Liberty gathered angry colonialists, who did not want to buy the Tea that they were being forced to buy, but resented the tax that was put on it too. They also resented that they could only trade with the British. In 1775 a group of rebels broke onto an East India Company ship and threw off the tea into the water.

What does Britain gain from Empire?
Trade, products, science, engineering, history, archaeology, law, medicine.

Gandhi and India:

-Ghandi studied law in the London at UCL, he then worked in South Africa where he saw how badly Indians were treated.
-British troops fired on a large crowd of unarmed Indians killing and wounding hundreds.
-After this Gandhi gave full commitment to the cause of Indian independence.
-He continued non-violence and civil disobedience and caused problems for the British. He wanted them to leave India to rule itself.
-Salt March: Salt was and is important on a daily basis. Citizens were forced to buy salt, which had a heavy tax. Tens of thousands marched to get salt from the sea, disobeying the British.
-He was imprisoned many times, but still continued his cause undeterred.
He was killed by a Hindu fanatic. Some did not agree with his cause and felt it was not militant enough.

Key Words for this Half Term

1. Constitution
2. Racism
3. Segregation
4. Legislation
5. Entrenched

How did India take independence?

Events: Riots did break out and the most infamous was at Amritsar in the Punjab where 379 unarmed protesters were shot dead by British soldiers based there.

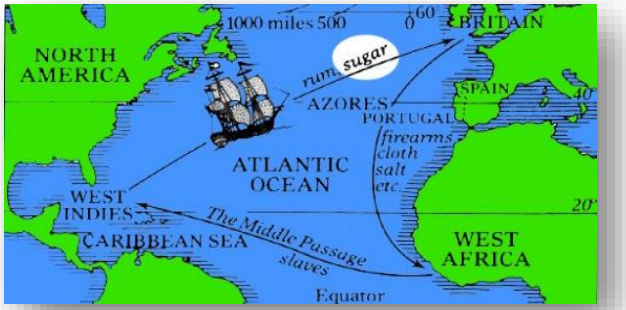
Politics: Indian National Congress: Complete independence from British rule, opposed plans for India's partition into two separate states. Muslim League: Complete independence from British rule. Wanted the formation of two separate states, one for the Hindus (India) and another for the Muslims (Pakistan)

Key individuals: Jawaharlal Nehru Vs. Muhammad Ali Jinnah, Gandhi, Mountbatten.

Y8 History 2.2

The Triangular Trade

The system in which slaves were traded across the world. Ships were loaded in England with goods such as guns, cloth, and salt. This was taken to Africa and traded for slaves. The ships then went on a two-month journey known as the Middle Passage to the Caribbean. Here the slaves were sold to work in the cotton plantations and farms. The ship was then loaded with sugar and cotton, to be taken back to England to be sold for huge profits.



Key Words for this Half Term

- Legacy
- Auction
- Dehumanisation
- Plantation
- Slave

Slave Rebellion - The Underground Railroad.

The Underground Railroad grew during the 1800s. 'Free' slaves, both those who escaped and those who were set free, joined together to help other slaves escape. It was a dangerous and illegal action, but it offered hope to those who had no other way of escape. The 'railroad' was a network of people who would escort escaped slaves to places of safety. The Underground Railroad was neither underground nor a railroad, but a secret network of safe houses and antislavery activists - black, white, and Native American - who helped slaves escape to freedom. Every home that welcomed runaways and every individual who offered food, clothing, or other assistance could be considered part of the railroad Though never formally organised, tens of thousands of slaves, aided by more than 3,200 railroad 'workers,' escaped to the northern states.

The Middle Passage

The Middle Passage was the longest part of the journey for slaves from Africa to the Caribbean. They suffered through terrible conditions and many died during the journey. Slaves were packed into the ship in very tight quarters and laid down for most of the journey. They were only given little bits of food to keep them going and were severely punished should they disobey orders. Slaves were chained up for the entire journey, meaning that diseases spread quickly and easily from slave to slave. A lot threw themselves overboard in order to avoid their fate as a slave.

Rebellions

Gabriel Prosser's Rebellion – 1800 - Gabriel Prosser, a blacksmith, planned a major rebellion in Virginia. . He recruited at least 1000 slaves to their cause and built up a secret collection of weapons to help attack the state capital of Richmond.

Nat Turner's Revolt - August, 1831 - Turner, a slave preacher, launched his rebellion by entering his owner's home and killing the entire family, except for a small infant. They moved from one farm to the next, killing all slave-owning whites they found. As they progressed, other slaves joined in the rebellion.

Life of a slave

Domestic vs Plantation - slaves fell into these two different types. Domestic slaves were butlers, cooks and maids, who had to look after the plantation owner, his family and his house. Plantation slaves were those who worked 18-hour days on the plantations growing cotton and tobacco. Domestic slaves were usually treated better than plantation slaves, they were given better food and were clothed.

Accommodation – slaves lived in wooden shacks with mud floors, with up to as many as fifteen people sharing one room. There was no furniture and old rags would be used to make beds.

Family – Slaves had no legal protection, therefore marriages and families could be broken up lawfully by their owners. Many used this as a threat to control slave behaviour. 32% of slave marriages were dissolved by masters selling slaves away from the family home.

Y8 History 3.1

Key word	Definition
Chartism	A movement calling for universal male suffrage
Exhibition	A public display of fine art and items of interest
Franchise	The right to vote in public elections
Industrial	Using more machinery to produce goods. Can also refer to the Victorian period when it happened
Luddites	Workers who destroyed industrial machinery
Massacre	The deliberate and brutal murder of many people
Militant	Using violent methods to support a political cause
Peterloo	The massacre of a crowd protesting for the right to vote by the authorities in Manchester
Suffragette	Women seeking the right to vote through protest
The Terreur	The violent period when the Republican government was suspended in France
Urbanisation	The process of becoming more town/city based

How did railways revolutionise transport?

Sport – High speed travel meant that sports teams could now play other teams from other towns in 'away' games.

Time – By 1882 the whole country began to use GMT; before railways what you set your time by depended on which part of the country you lived!

Diet – Railways changed what people ate. Fresh dairy and vegetables could be moved from the towns to the cities before they went off.

Holidays- In the 1840s Thomas Cook began organising cheap holidays to the seaside such as Blackpool.

Employment – Jobs were created in lots of industries.

Town Creation – In 1841 Crewe was a tiny village of 2013 people. It was the centre of a major railway junction and grew massively in population.

Commuting – Suburbs began to be built a few miles outside of the city centre as commuters could travel to work by train.

Raw Materials – coal was in great demand.

Key changes:

Landscape - mass population moved from rural to urban areas.

Factories - domestic system replaced with the factory system.

Technology - new machines mean it's possible to create products en masse. Also allows farming changes.

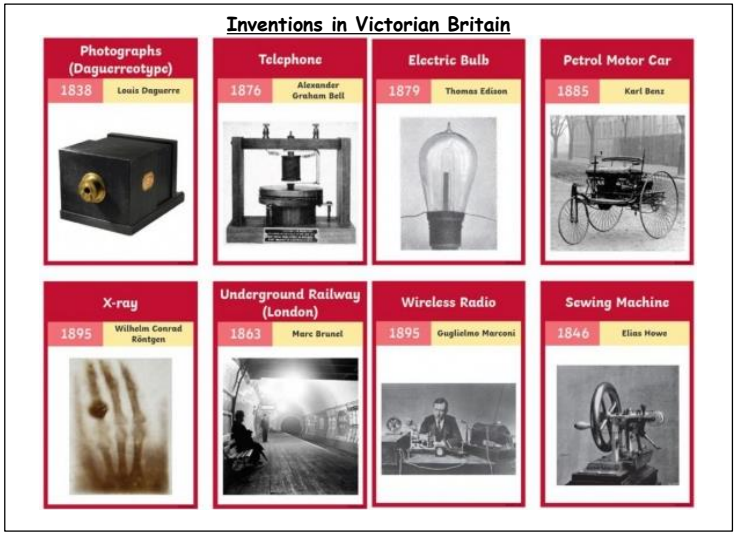
Protest - groups of people begin fighting for the *extension of the franchise* (ability to vote)

1819	1837	1903	1918	1928
The Peterloo Massacre took place in Manchester.	Chartists started to campaign to extend the franchise in Britain to all Men.	The Suffragettes started to campaign for votes for Women.	All men, plus women over 30, had the right to vote.	Universal suffrage was achieved in Britain.

Key Terms

1. Revolution
2. Industrial
3. Agricultural
4. Inequality
5. Suffragette

Y8 History 3.2



Suffragettes: By the start of the 20th century there were two main elements in the campaign for votes for women, the suffragists and the suffragettes. The dividing line between these two strands was about tactics.

On the one hand, the suffragists wanted to act within the law and follow the route of political persuasion to win support for their cause. It was felt that any actions that broke the law would allow their opponents to portray them as irresponsible and provide further excuses to deny women the vote.

On the other hand, there were those who were frustrated by the lack of progress and non-confrontational approach of the suffragists. Some felt that it was time to pursue a course of civil disobedience and direct action, even if that meant breaking the law. They felt that if they caused enough problems for the authorities, then the government would be forced to address the issue.

Victorian schools: At the start of the Victorian period, very few children went to school. Wealthy children were often taught at home by a governess and wealthy boys were sometimes sent to public school when they were ten. Girls from these families stayed at home and were taught skills such as cooking, sewing and how to play musical instruments.

Children from poorer communities often worked in factories and on farms. The 1833 Factory Act made education a right for all children. But poor families often needed their children to work and earn money for the family, so they couldn't go to school.

In 1880, a law was passed that made school compulsory for all children between the ages of five and ten. In 1889, the school leaving age was extended to 12. This gave all children access to free education and also helped to end child labour in factories.

Rules in Victorian schools were strict. Corporal punishment was allowed and children could be caned if they broke the school rules. Lessons focused on three main areas: reading, writing and arithmetic.

Victorian health:

The population of towns and cities rapidly increased in the Victorian period as people moved to find work.

Working class people often lived in cramped, . These houses were often poor quality and families lived in overcrowded conditions, often living in one room in a house. This overcrowding led to poor public health and was a consequence of the industrial revolution. Factories opened and people moved to towns and cities to work in them. The houses that factory workers lived in were often built quickly, and were poor in quality. A lack of proper sewers, clean running water, overcrowding, and heavily polluted air contributed to outbreaks of disease such as cholera.

In 1889, a British called Charles Booth carried out a survey that found one third of people in London were living in . This helped raise awareness of the poor living conditions and put pressure on the government to take action.

Key Terms

1. Suffragette
2. Victorian
3. Corporal punishment
4. Child labour
5. Campaign

Y8 Life Studies 1.1

Relationships and Families

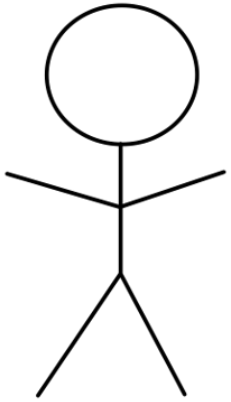
Key words	Definition
Marriage	The legal union of two people. In the UK this can refer to a heterosexual marriage (a man and a woman) and a same-sex marriage.
Family	People related to you by blood, marriage or adoption.
Nuclear family	The basic social unit – parents and children.
Stepfamily	Two existing families united through marriage.
Cohabitation	Living with someone you are not married to.

KNOWLEDGE ORGANISER

What human factors determine how we behave with each other?

The sexual (your sexual instincts, physical attraction and sexual interactions with others)

The emotional (the things you feel e.g. happy, angry)



The mental (how a person's mind works and responds)

The spiritual (what goes on beyond your body to give a deeper sense of existence)

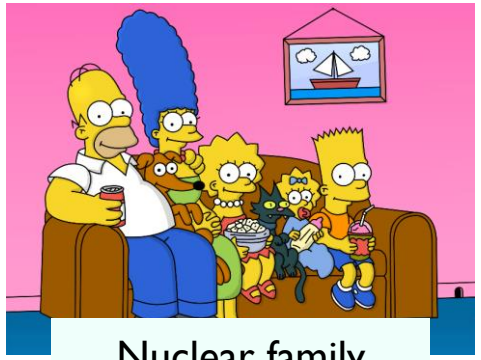
The emotional (the things you feel e.g. happy, angry)

What can we do when there are problems between family members?

- Expect and accept the differences
- Focus on positive traits
- Find common interests

Key Terms

1. Family
2. Marriage
3. Nuclear family
4. Stepfamily
5. Cohabitation



Nuclear family

Y8 Life Studies 1.2

Life online: the new normal

For most teenagers, **the internet has always been a part of their life**. We use the internet in so many aspects of our life that it is now considered to be an extension of our offline lives. However, it is important that we are equipped to spot the dangers online that we would know to avoid in every day life.

Key terms	Definition
Digital footprint	The traces you leave behind when you are online. Everything you post and do can be linked back to you.
Cyber addiction	This covers a broad range of addictions such as addictions to online shopping, gaming, social networking or gambling.
Trolling	A person who deliberately sets out to upset another person by starting arguments or posting controversial or unpleasant messages.
Cyber bullying	Bullying that happens online via an electronic device.
Cyber crime	Crimes that can include hacking, identify theft, planting viruses and other scams. There are a few signs to look for to help spot a scam or someone trying to get information from you.
Extremism	A person with extreme political or religious views. The internet can give people a platform to share these views more widely.

Useful websites:

www.thesource.me.uk

www.safewise.com

Need someone to talk to?

kooth

What are the warning signs of cyber crime?

- Communication has lots of spelling and grammatical errors.
- The offers being made are too good to be true.
- The Email address/website being used doesn't have the same name as the company they are claiming to be.
- You've never had contact with this organisation before.

Key Terms

1. Cyber crime
2. Cyber bullying
3. Trolling
4. Digital footprint
5. Extremism

Y8 Life Studies 2.1

What does it mean to be a good citizen?

Key terms	
Citizen	A legally recognised national of a country or state.
Freedom of speech	The freedom for individuals or groups to communicate their thoughts and ideas freely
Community	A group of people living in the same place or having a particular characteristic in common.
Public sector	The part of the economy that is controlled by the state. Approximately one in six people in paid work are in public sector roles.

Recap: What are the Fundamental British Values?

Being a good citizen in every day life	
Accept others	Make everyone feel welcome regardless of who they are.
Respect others	Accept the differences we have, and show tolerance towards everyone.
Follow the laws of the land	Follow the laws of our country to provide stability and protection for everyone.
Co-operate	Be involved. Have your say through joining organisations, peaceful protests or trade unions.
Participate	Take part in democratic elections and referendums.
Give back	Be prepared to volunteer your time to help others less fortunate than yourself.
Be responsible and accountable	Take responsibility for your own actions and challenge the actions of others when they are not being good citizens. Be an upstander not a bystander.

Y8 Life Studies 2.2

Apprenticeship

Apprenticeships combine practical on-the-job skills training and off-the-job learning at a college or training centre. There are multiple levels you can start at depending on your confidence and previous experience. Around 80% of your time will be on-the-job, and 20% off-the-job.
Apprenticeships last a minimum of 1 year, but can be longer.

You can start one at any age, and the qualifications you need varies depending on the job. Usually you will need English and maths, as well as related subjects.

Apprenticeships lead to full time employment, the next level of apprenticeships, or further/higher education

A-Level

A-Level's allow you to continue studying the subjects you took at GCSE, or pick entirely new ones. They allow you to gain deeper knowledge of those subjects and keep your career options very open, or choose wisely to gain the depth needed for a career you have in mind. You will usually do three A-Levels. A-Levels last for 2 years and are taught in sixth-forms and colleges.

Usually, you will start A-Level's straight after high school, and you will need 5 GCSE's (Grade 4-9), including English and maths.

A lot of people continue study at university, but can also lead to higher level apprenticeships and full time work.

Key Terms

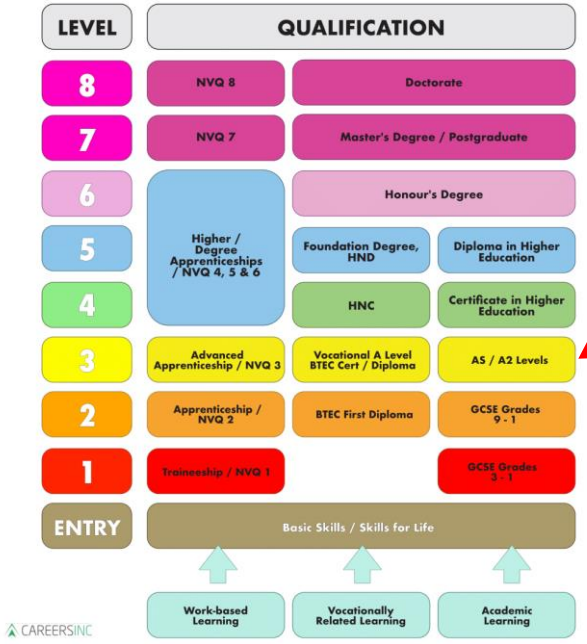
1. Apprentice
2. Traineeship
3. BTECH
4. Qualification
5. Post-16

BTEC

Courses that teach you practical skills for a particular area of employment. They can either be very broad such as 'engineering' or 'travel and tourism', or can be more specific such as 'hairdressing'. They are either 1 or 2 years depending on the level you study, and most of your time will be in real situations, but in college e.g. college restaurant, college salon.

Every BTEC has different requirements, but usually will expect English and maths GCSE's.

Can lead to apprenticeships, other college courses and full time work.



You will then get a choice of what to do at level 3

You will leave high school with level 1 and 2 qualifications (GCSE's and BTEC's)

You currently have 'Entry' level qualifications

What are T-Levels?

EQUIVALENT TO 3 A LEVELS

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships.

A 45-DAY INDUSTRY PLACEMENT

Each T Level includes an in-depth industry placement that lasts at least 45 days. Students get valuable experience in the workplace; employers get early sight of the new talent in their industry.

80% CLASSROOM, 20% WORK

T Level students spend 80% of the course in the classroom, learning the skills that employers need. The other 20% is a meaningful industry placement, where they put these skills into action.

Y8 Life Studies 3.1

Understanding financial risk taking

Risk	Definition
Gambling	Sometimes referred to as betting. Play games for the chance of money.
Money laundering	Concealing the origins of money which is illegally obtained.
Child criminal exploitation (CCE)	The grooming and exploitation of children into committing criminal activity.
Investments	Putting money into a company or buying an item with the hope of generating more money as the worth of the item or the company increases.
Pay day loans	Short term loans usually combined with high interest rates. Failure to repay the loans can lead to high levels of debt.

Child criminal exploitation risks

- Receiving threats or attempts of blackmail.
- Being subjected to violence.
- Being arrested.
- Having the safety of family threatened.
- Risk of emotional abuse.
- Substance abuse (alcohol, drugs).
- Not being able to cut ties with the gang.
- Long term impact on education and employment opportunities.

Need someone to talk to?

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LOAN TRAP EXAMPLES

LENDERS	LOAN	INTEREST	TOTAL PAYBACK
Lending stream	£200 over 6 months	1333% APR	£387
Loan Pig	£300 over 3 months	1261% APR	£458
CashFloat	£500 over 4 months	997% APR	£863
Satsuma	£480 over 9 months	533% APR	£959
Provident	£250 over 12 months	299.3% APR	£468

TOTALS ROUNDED TO NEAREST POUND

Useful websites:

www.citizensadvice.org.uk

www.gov.uk

KNOWLEDGE ORGANISER

Key Terms

1. Gambling
2. Pay day loans
3. CCE
4. Investment
5. Money laundering

Y8 Life Studies 3.2

Understanding the risks associated with alcohol use

Drink responsibly	Short term risks of alcohol misuse	Long term risks of alcohol misuse

• Men and women are encouraged to not drink more than 14 units a week on a regular basis.
• If you drink as much as 14 units, it's safer to spread these units out over 3 days.
• If a person is pregnant or trying to get pregnant, they should avoid drinking completely to avoid any harm to the baby.
	• Accidents and injuries.
	• Violent behaviour and being a victim of violence.
	• Loss of personal possessions, such as wallets, keys or mobile phones.
	• Alcohol poisoning – this may lead to vomiting, fits (seizures) and falling unconscious.
	• People who binge drink (drink heavily over a short period of time) are more likely to behave recklessly and are at greater risk of being in an accident.
		• Persistent alcohol misuse increases your risk of serious health conditions, including:
		  • heart disease
		  • stroke
		  • liver disease
		  • liver cancer
		  • bowel cancer
		  • mouth cancer
		  • breast cancer
		  • pancreatitis
		As well as causing serious health problems, long-term alcohol misuse can lead to social problems for some people, such as unemployment, divorce, domestic abuse and homelessness.

KNOWLEDGE ORGANISER

Key Terms

1. Alcohol
2. Unit
3. Addiction
4. Binge drinking
5. Alcohol misuse

Y8 RWP 1.1

Hinduism is a very old religion. In fact, it is believed to be over five thousand years old, making it the oldest main religion in the world today. No one started Hinduism. It just developed over time.

Today there are over five hundred million Hindus. They live all over the world. Four hundred thousand live in the United Kingdom. Anyone is allowed to become a Hindu.

Hinduism is a way of life as much as a religion. Hindus call their religion **'Sanatan Dharma',** which means '**eternal truth'.**

Hindu worship

Hindus may attend temples, which are called Mandirs, to express their respect and loyalty to the supreme God, Brahman. Some Mandirs are very beautiful and others very simple. They might have pictures showing stories of the deities and often have many statues or paintings along the walls. Often, they are built in places where deities lived or appeared to humans.

There is usually a main shrine room and then smaller side rooms for private worship. There is always a place for Hindus to wash before worship (usually a river).

In the Mandir:

-Diva lamp is lit to show eternal light.
-A bell is rung to show the deity that they are there to worship.
-Incense stick is lit and moved around the shrine in circles. This cleans the air and brings a lovely smell to the shrine for the deities.
-Water or sometimes milk) is offered to the deity on a spoon. This is to show respect to the deities.
-A paste is made out of the red kum kum powder. Hindus use this to make a mark on the forehead. This is again a sign of respect and devotion to the deities. They make an offering of flowers to show love, devotion and respect.

Trimurti

Hindus believe it is possible to see the power of Brahman in the world. For example, Brahman's power is shown by the creation of new life in the spring. The goodness of Brahman can also be seen in the world by those who bring righteousness into the world. God's power is always at work and can take on many different forms. Brahman is worshipped in many different forms as gods or goddesses.

Brahma

Brahma is the first god in the Hindu or Trimurti. The Trimurti consists of three gods who are responsible for the creation, upkeep and destruction of the world.

Brahma's job was the creation of the world and all creatures within the world. His name should not be confused with Brahman, who is the supreme God force present within all things.
Brahma is the least worshipped god in Hinduism today. There are only two temples in the whole of India devoted to him, compared with the many thousands devoted to the other two.

Vishnu

Vishnu is the second god in the Hindu Trimurti. Vishnu is the preserver and protector of the universe.
His role is to return to the earth in troubled times and restore the balance of good and evil. So far, he has been incarnated nine times, but Hindus believe that he will be reincarnated one last time close to the end of this world.

Shiva

Shiva is the third god in the Hindu Trimurti. Shiva's role is to destroy the universe in order to re-create it.
Hindus believe his powers of destruction and recreation are used even now to destroy the illusions and imperfections of this world, paving the way for beneficial change. According to Hindu belief, this destruction is constructive. Shiva is therefore seen as the source of both good and evil and is regarded as the one who combines many contradictory elements.

Ahimsa

One of the eternal laws is the law of **ahimsa**. The word means "don't injure". To follow this law Hindus try not to hurt any animals or people.

Key Terms

Polytheism
Deities
Trimurti
Mandir
Caste

Y8 RWP 1.2

Refuge:

At difficult times in their lives, people sometimes look for **refuge** - a place or a person who helps them make sense of things which aren't easy to make sense of.

The Four Noble Truths:

1: Suffering happens all the time in our lives, sometimes we don't even realise it. **Happiness** is just **temporary** for us, we are never happy for very long.

2. The second noble truth is that **suffering has a cause**. Buddha said that the real **cause** of all suffering was **desire** or wanting something. (3 poisons)

3. The third noble truth says that you can **avoid suffering** and reach a point where you never suffer and you have an everlasting **happiness**. This is called **Nirvana.**

4. The 4th Noble truth is instructions on how to **avoid suffering**. It says that you need to avoid the two **extremes**. Siddhartha avoided the extremes of having too much (as a prince) and having not enough (as a holy man in the forest) by finding **balance** between them. He called this the middle way. It is a bit like balancing a seesaw.

The three jewels

The three jewels are ideals or perfections within Buddhism. Buddhists take **refuge** in the Three Jewels.

- Buddha
- Dharma (Teachings)
- Sangha (spiritual community)

The three jewels are seen as a 'Refuge' not because they will help us to escape life and its difficulties, but because their example and teachings represent practical and reliable responses to our sorrows in the face of life.

The three poisons

Greed (pig): Buddhists believe that wanting too much is wrong. If people live their life wanting more and more they become selfish and only think of themselves.

Hatred (snake): Hate stops people living their lives – they become obsessed with what they hate and want to spoil it.

Ignorance (rooster): This means not to know what you should do and it means to be unaware of the things that are important.

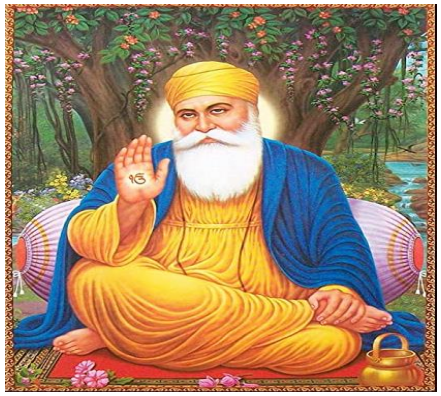
Buddhists argue that the three poisons lead to all inequality in the world.

Precept	An example
1. Refrain from taking life	Not killing any living being. For Buddhists, this includes animals, so many Buddhists choose to be vegetarian.
2. Refrain from taking what is not given	Not stealing from anyone.
3. Refrain from the misuse of the senses	Not having too much sensual pleasure. For example, not looking at people in a lustful way or committing adultery.
4. Refrain from wrong speech	Not lying or gossiping about other people.
5. Refrain from intoxicants that cloud the mind	Not drinking alcohol or taking drugs, as these do not help you to think clearly.

Key Terms

1. Enlightenment
2. Poisons
3. Prophet
4. Samsara
5. Nirvana

Y8 RWP 2.1



Who is Guru Nanak?

A guru is a religious teacher and spiritual guide.

Sikhism was founded by a wise man called **Guru Nanak**. Guru Nanak is considered the first Sikh Guru.

Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him. The religion was led by 10 gurus until 1708 when the tenth, Guru Gobind Singh, died. He had declared the Guru Granth Sahib (holy book) would replace a living guru.

Sikh beliefs about God

Sikhs believe there is only one God and that he created everything and is part of everything.

Sikhism is based around living in a way that is focused on God. The Mool Mantra is a poem which describes God

There is One God
Trust is His name, he is the Creator
He is without fear, he is without hate
He is timeless and without form
He is beyond birth and death
The enlightened one
He can be realised by the Guru's Grace
Meditate on the Name
He was true when ages commenced
He is true now
He will always be true

What is the Sikh holy book?

The Sikh holy book is called the **Guru Granth Sahib**. The tenth Guru, Guru Gobind Singh, said that after him there would be no other living gurus. Instead, Sikhs could look at their holy book for guidance. This is why Sikhs call their holy book a Guru.

The Guru Granth Sahib is a collection of lessons from the ten gurus as well as Sikh, Hindu and Muslim saints. It is written in Punjabi and is greatly respected by all Sikhs as the living word of God. It is kept on a raised platform under a canopy in the Sikh place of worship. All Sikhs take off their shoes when they are near it.

The Gurdwara

The Sikh place of worship is called a **Gurdwara** which means 'Gateway to the Guru'. A Gurdwara is any building where the Guru Granth Sahib is kept.

In the UK, Sikhs usually go to the Gurdwara on **Sundays**.

The Langar

The service ends in a **langar** (a shared meal). Everyone is welcome to share the meal.

The Khalsa

Khalsa refers to both a community that considers Sikhism as its faith, as well as a special group of initiated Sikhs. The Khalsa tradition was initiated in 1699 by the Tenth Guru of Sikhism, Guru Gobind Singh.

There are certain rules for a Khalsa Sikh to follow:

DO:

- Focus only on the religion of Sikhism
- Pray every day
- Pay 1/10th of income to the gurdwara
- Keep the 5Ks
- Follow the teachings of the Gurus

DON'T:

- Cut hair
- Eat halal food
- Commit adultery
- Chew or smoke tobacco
- Join any breakaway group of Sikhs

The Five Ks

The 5 Ks are 5 physical symbols worn by Sikhs who have been initiated into the Khalsa.

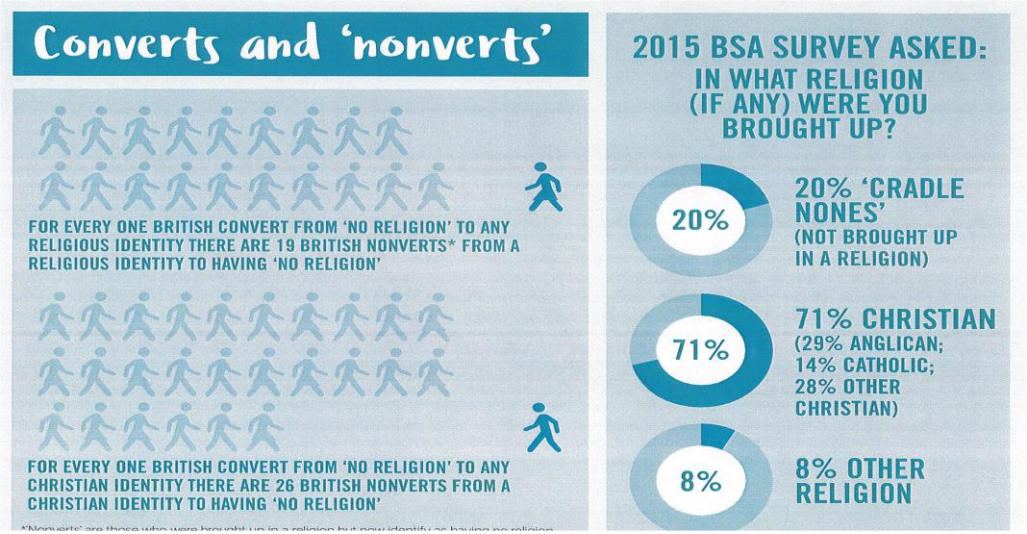
The five Ks are:

•Kesh (uncut hair)
•Kara (a steel bracelet)
•Kanga (a wooden comb)
•Kaccha - also spelt, Kachh, Kachera (cotton underwear)
•Kirpan (steel sword)

Key Terms

1. Guru
2. Gurdwara
3. Khalsa
4. Langar
5. Monotheism

Y8 RWP 2.2



Humanist ceremonies:

Imagine a ceremony that marks a major life event in a way that is personal, sincere, and honest.

Perhaps welcoming a much-loved baby to the world with a bespoke NAMING CEREMONY.

Or celebrating a couple's MARRIAGE in a way that is warm and genuine, that's about the two of them and their relationship, and is full laughter and perhaps a few tears too.

Or a FUNERAL that focuses on the person who had died and the life they led – not on the idea of an afterlife – and provides a dignified and sincere way of saying goodbye.

When humanists celebrate these events they have a HUMANIST CELEBRANT to conduct the event (a Christian would have a vicar/priest/etc) and there is no link to religion in the service (a Christian service would have links to religion).

Key facts about non-religious belief

Non-religious people may be **atheists**, which means that they don't see any reason to believe there is a god. They can also be **agnostic**, meaning they accept that we can't know for certain whether or not a god exists. Many people are both agnostic and atheist at the same time. They accept certainty is impossible, but see no good reason to believe.

Some non-religious people may even believe in a god or gods, while wishing not to follow any religion. Some non-religious people can be thought of as **'spiritual but not religious (SBNR)'**. If a person is SBNR, this means that they believe that there is more to being human than a physical life: there is also a non-physical, spiritual dimension; things about the experience of being human that goes beyond the physical and emotional. For some, this can mean believing in a soul or a spirit.

Some non-religious people may join groups and communities which bring like-minded people together. Probably the biggest and most well-known group of this kind is called **Humanism**. Humanism is about putting trust in humanity to understand the universe without the need for belief in supernatural phenomena like gods, heaven, hell, or reincarnation. Instead of referring to commandments or laws in holy books, Humanists make moral choices by using reason and logic, empathy (trying your best to understand how others feel) and compassion. Many non-religious people who do not identify as Humanist may also share these views.

Atheist: To not believe in any God or supernatural being. Not to follow any religion.

Agnostic: Not know or believe in anything in particular, but don't oppose the idea that there could be a God.

Humanists: The view that humans and human nature is good, and that that does not come from a supreme power

Key Terms

Atheist
Agnostic
Faith
Humanism
Secular

Y8 RWP 3.1

Hindu's promote what they call 'Ahisma' which means 'non-violence'

In Christianity, God says an 'Though shall not kill' in the ten commandments.
Jesus said 'blessed are the peacemakers'
Jesus also said 'Love your enemies, and pray for them'

Buddhists are a religion of total peace. They have armies to defend, but they never agree with hurting another person. The 1st precept is not to harm others.

Environmental issues

In Islam, to kill another man Is 'The greatest sin of all'.
Muslims greet each other with 'Salaam Alaikum' which means 'Peace be upon you'
A Jihad is a war in defence of Islam.

The concept of 'just war' is when a war is OK under certain circumstances. This could be for protection.

In Sikhism, the symbol is of two swords. They believe they should fight if necessary, for protection. However, they believe that the Lord wants peace.

Jewish people are told to 'follow the laws', to forgive and to seek forgiveness from others.

Key Terms

1. Slavery
2. Rights
3. War
4. Security
5. Privacy

Y8 RWP 3.2

SIMILARITIES AND CONTRASTS

All religions and some non-religious people follow the Golden Rule, 'treat others as you wish to be treated'. This means that religious people believe that no matter, race, religion, sexual orientation or gender, everyone should be treated the same.	Protestants, a denomination within Christianity allow women in leadership, this means women can become Vicars/ Reverends and run services at Church.
Catholics, a denomination within Christianity and Muslims have a similar view on women in leadership. Both believe that women should not lead worship or have a status within leading people.	Some Christians and Muslims believe in the ultimate goal is peace. Therefore, believe that when fighting against injustice, you must not use any means of violence.

KEY TERMS

Human Rights Act	An agreement which protects the rights of all human beings and allows us to challenge when these are violated.
Equality	The idea that everyone is equal, both in value and worth.
Prejudice	Prejudging someone for their appearance
Discrimination	Acting on a prejudice. For example, Racism, Sexism, Islamophobia, Anti-Semitism, Homophobic
Gender	Distinguishing between male and female
Suffragette	A woman seeking the vote using violent means
Suffragists	A woman seeking the vote using non- violent means
Terrorism	An unlawful use of violence to create fear and terror. Usually for political reasons.
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer

SECTION B: KEY EVENTS/ FIGURES

UNICEF	The United Nations Children's Emergency Fund is an international charity helping children in urgent need across the world.
Libby Lane	Libby Lane was the first woman Bishop in the Anglican church; she was ordained in York Minster 2015.
Emmeline Pankhurst	Emmeline Pankhurst, born in Manchester is one of the most famous Suffragettes, working towards women getting the vote in the UK.
Suffrage	Thousands of women fought for the right to vote in the 1900s
Orlando Shooting	A terrorist attack that occurred on 12th June 2016. 49 people were killed and 53 were injured.

Y8 PE

Assessment in PE

Term 1 Activities

Head
(What you think/know)

- Rules
- Regulations
- Tactics
- Skills
- Analysis
- Decision Making
- Problem Solving

Hands
(What you do)

- Technique
- Fitness
- Skills
- Control
- Fluency
- Precision
- Fundamental Movements

Heart
(How you act)

- Resilience
- Leadership
- Communication
- Dealing with Conflict
- Positivity
- Persistence
- Confidence

Develop, using a range of tactics and strategies to overcome opponents through:

Rugby / Netball / Basketball / Volleyball Badminton

Develop my technique and improve my performance through:

Trampolining / Gymnastics

Our Vision in performance is to
'Inspire students to develop their confidence and expression, through artistic and physical literacy, instilling lifelong skills'

Communication

Key Concepts:

Verbal Communication – the use of sounds and words to express yourself.
Non-Verbal Communication – the ways in which someone shares information about their emotions, intentions, attitudes, and thoughts without the use of verbal language.
Active Listening –a pattern of listening that keeps you engaged with your conversation partner in a positive way
Providing and Accepting Feedback - Giving and accepting useful information both positive and developmental with the main aim to improve performance.
Constructive Criticism - a feedback method that offers specific, actionable recommendations for change and improvement. Good constructive feedback facilitates positive outcomes and creates a positive working environment.

Y8 PE

Assessment in PE

Term 2/3 Activities

Head
(What you think/know)

- Rules
- Regulations
- Tactics
- Skills
- Analysis
- Decision Making
- Problem Solving

Hands
(What you do)

- Technique
- Fitness
- Skills
- Control
- Fluency
- Precision
- Fundamental Movements

Heart
(How you act)

- Resilience
- Leadership
- Communication
- Dealing with Conflict
- Positivity
- Persistence
- Confidence

Develop, using a range of tactics and strategies to overcome opponents through:

Football / Table-Tennis / Badminton / Handball

Develop my team work and problem solving skills through:

O.A.A

Our Vision in performance is to
'Inspire students to develop their confidence and expression, through artistic and physical literacy, instilling lifelong skills'

Emotional Intelligence

<u>Key Concepts:</u>

Empathy - Students will understand what is meant by the term empathy and consider appropriate reactions to different feelings presented by others. Feeling what others feel. More then listening and observing, it requires us to immerse ourselves in the experiences of others so that we actually feel the same sense of joy, pain or frustration.

Patience - Students will understand what is meant by and how to demonstrate patience. Students will also have an opportunity to reflect on the importance of demonstrating importance, in different settings.

Behaviour - Students will begin to reflect and analyse their own behaviour and behaviour trends in and out of their PE Lessons. Sporting behaviour is the term used to reflect sportsmanship, as it pertains to ethical behaviour, fair play, and respect for the sport, the participants, and the spectators. Behaviour is the way we act or conduct ourselves appropriate to the environment. In PE and sport there are rules and ways in which someone should behave.

Embracing Failure – being prepared to learn from your mistakes and seeing it as a stepping stone to success.

Sport Anxiety - involves a decrease or impairment in performance due to perceived stress. E.G. Taking part in a major tournament.

Work ethic- Students will learn what constitutes as positive work ethic and why it is so important in a variety of different settings. They will consider their own ambitions and life goals.

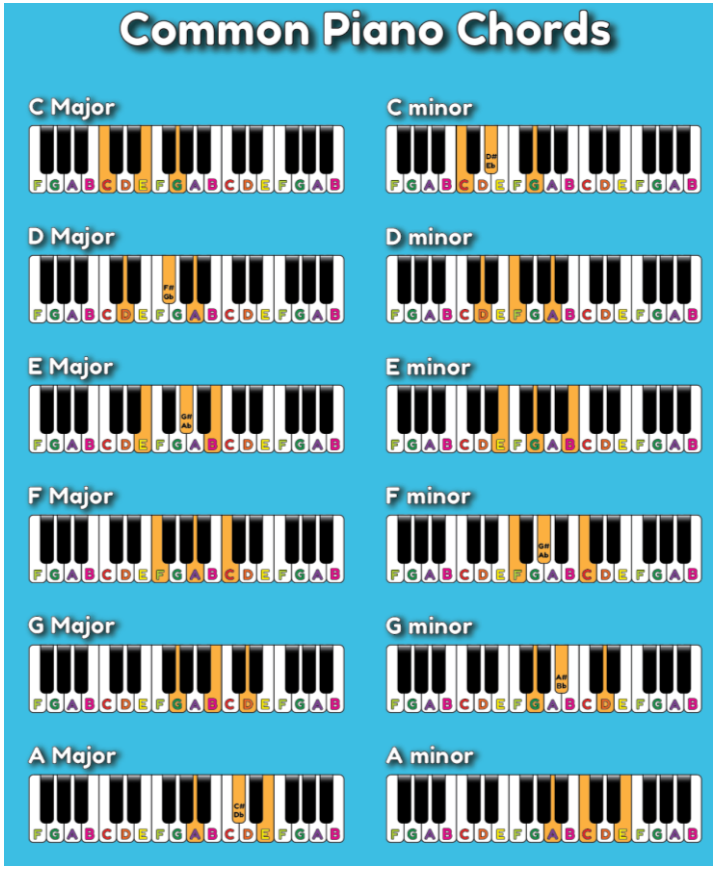
Y8 Music 1.1

Chords

What is a Chord?

A chord is two or more different notes that are played together at the same time. An example of a chord is called a triad.

How many notes are in a triad chord?



What are Primary chords?

It's **easy to work out the primary chords in any key** – they are simply the chords (or triads) built on notes 1 (I), 4 (IV) and 5 (V) of the scale.

What are add chords?

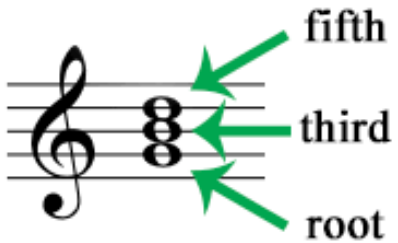
'Add chords' are simply notes that are added to an already existing chord. For example, an add 7 chord is built by adding an extra note to a triad which is an interval of a 7th above the root note. e.g. If you build a triad on C you will use the notes (C-E-G). If you add a another note a 7th above C then you will have C-E-G-B.

Key Terms

1. Pitch
2. Tempo
3. Triad
4. Fluency
5. Instrumentation

How to create a triad chord…

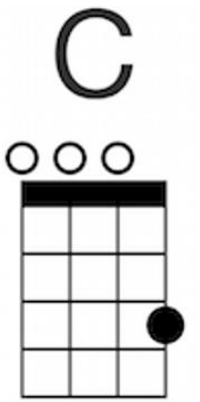
- Place your thumb on the **root note** (1st note in the chord)
- Place your middle finger on the **3rd note** of the chord
- Place your little finger on the **5th note** of the chord.
- This can **swap** depending on whether you are playing chords with your **right or left hand**!



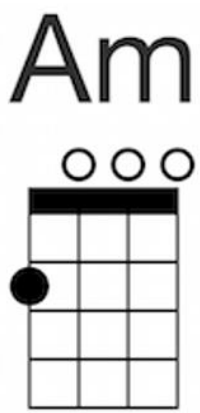
Watch how to form triad chords.

Y8 Music 2.1

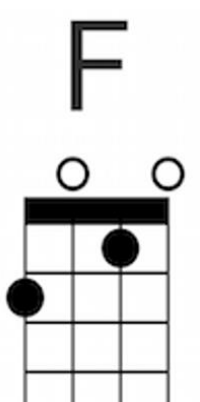
Developing Ukulele Skills



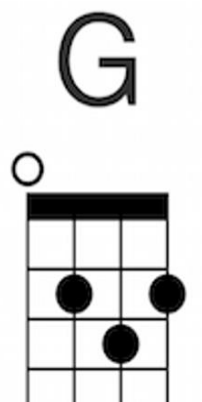
How to Play a C major Chord - YouTube



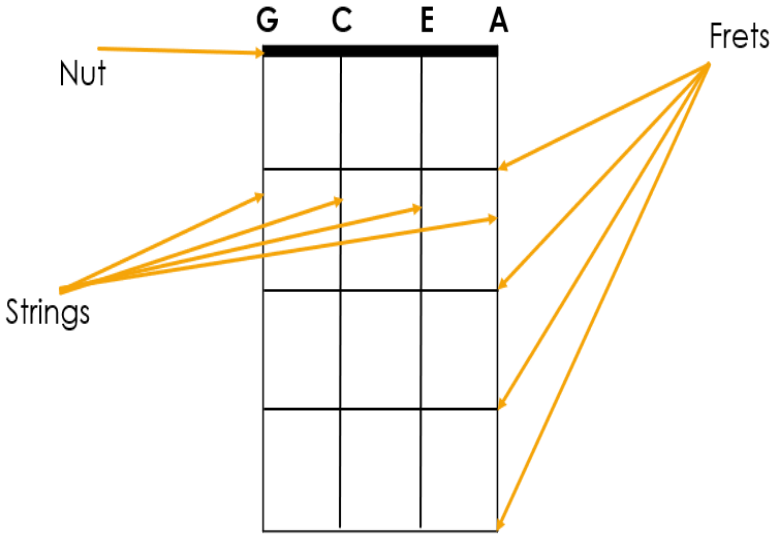
How to Play an A minor Chord - YouTube



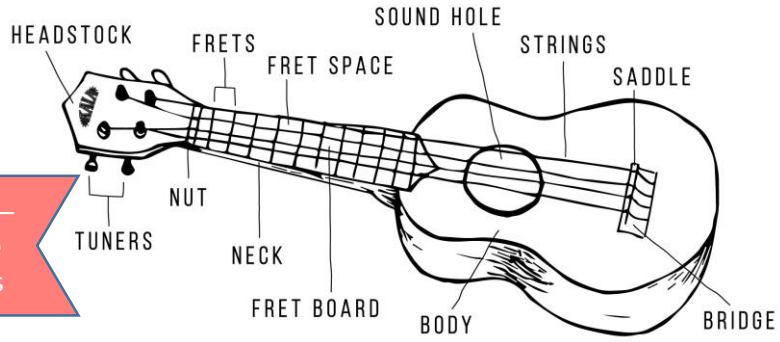
How to Play an F major Chord - YouTube



How to Play a G major Chord - YouTube



PARTS OF THE UKULELE



Key Terms

1. Strumming
2. Tempo
3. Tab
4. Communication
5. Chords

Riptide – Vance Joy

Twist and Shout – The Beatles

Demons – Imagine Dragons

Cheap Thrills – Sia

Y8 Music 1.2

Songwriting

Famous Songwriters

Taylor Swift

Paul McCartney

Ed Sheeran

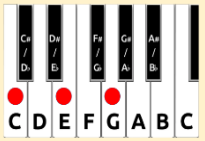
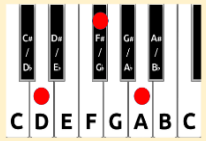
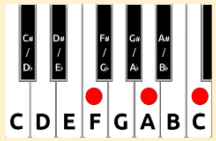
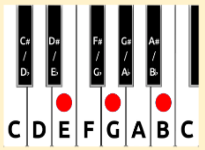
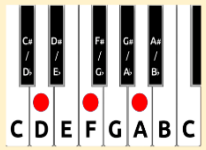
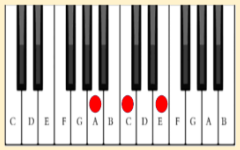
Stevie Wonder

Watch how Ed Sheeran creates one of his No 1 hits!

Key Terms

1. Pitch
2. Tempo
3. Chords
4. Lyrics
5. Melody

Chord Selection

C Major C E G 	**D Major** D F# A 	**F Major** F A C 	**G Major** G B D 
E Minor E G B 	**D Minor** D F A 	**A Minor** A C E 	What is a Triad Chord? A triad is a type of chord that has three notes!

What makes a good song?
Great melodies tend to have a nice mix of steps and leaps. If you have too many steps the melody sounds static and emotionally flat; too many leaps and it sounds directionless and can be hard to sing.

Song Writing themes to get you started…

- Love
- Your favorite food
- Self love
- A pet
- Friendship
- School
- A holiday

Rhyming schemes to help with writing lyrics

- **AABB**
- **AAAA**
- **AABAAB**

Rhyming words help to make a song more memorable!!

Rhyming schemes are the order in which the lyricist orders the lines of their song.

The Blues

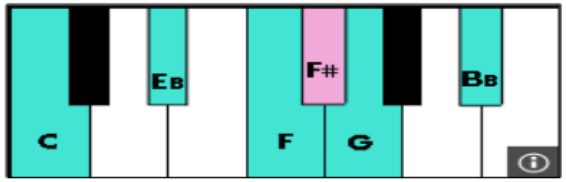
Y8 Music 2.2

Origins:
Emerged in the Deep South of the USA in the late 19th century
Rooted in African-American spirituals, work songs, and folk traditions

Instruments:
•Guitar (often slide guitar), harmonica, piano, bass, drums
•Call and response between voice and instrument

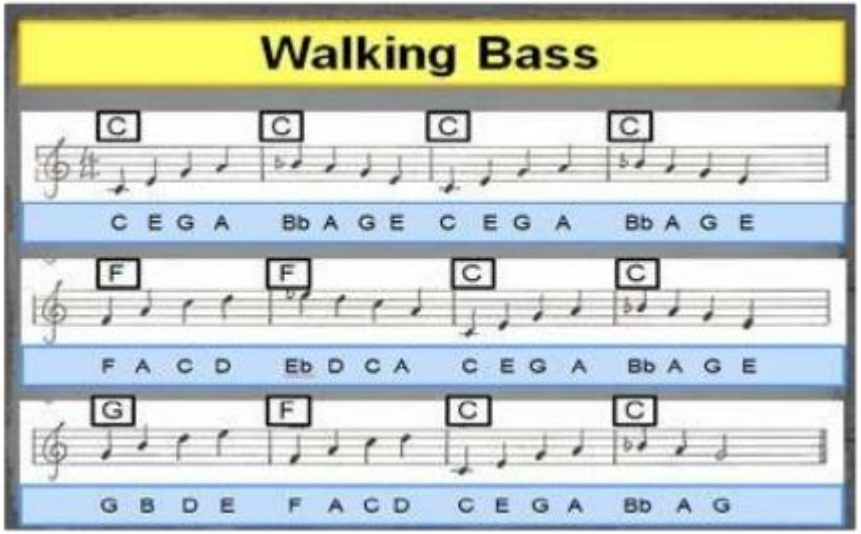
Lyrics & Themes:
•Expresses hardship, pain, love, and everyday struggles
•Emotionally raw and personal

Blues Scale – The blues scale is a certain selection of notes that have been put together to sound 'bluesy'. The scale is often used to create the improvisation.



I	I	I	I
IV	IV	I	I
V	IV	I	I

C	C	C	C
F	F	C	C
G	F	C	C

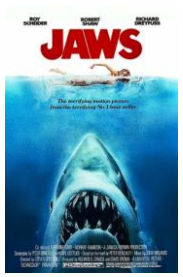


Style & Sound:
•Slow to moderate tempo
•Improvisation is key
•Soulful vocals and expressive instrumentation

Musical Structure:
12-bar blues chord progression is most common (I–IV–V chords)
Often follows **AAB lyric structure**
Use of **blue notes** (flattened 3rd, 5th, and 7th)

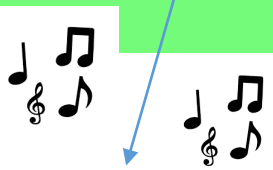
Y8 Music 3.1

Film Music



- **Film composers use music to create atmosphere, sync with on-screen action, and create iconic themes related to the characters in movies.**
- **A film composer will sit down with a director and discuss ideas for a film's soundtrack. The composer will then work on ideas for themes and other music.**
- **Once the film has been shot, the composer will write a number of 'cues' (sections of music to be used in the film). The music will then be recorded and added to the film.**

Scan this to watch how music makes a movie scene come to life

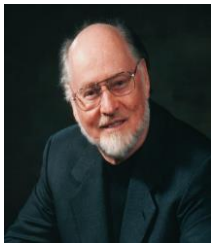


Musical Elements		
Tempo	Fast	**Excitement**, action or fast-moving things (e.g. a chase scene)
	Slow	**Contemplation**, rest or slow-moving things (e.g. a funeral procession)
Melody	Ascending	Upward movement, or a feeling of **hope** (e.g. climbing a mountain)
	Descending	Downward movement, or feeling of **despair** (e.g. movement down a hill)
	Large Leaps	**Distorted** or grotesque things (e.g. a monster)
Harmony	Major	Happiness, **optimism**, success
	Minor	Sadness, **seriousness** (e.g. a character learns of a loved one's death)
	Dissonant	**Scariness**, pain, mental anguish (e.g. a murderer appears)
Rhythm & Metre	Strong sense of pulse	**Purposefulness**, action (e.g. preparations for a battle)
	Dance-like rhythms	**Playfulness**, dancing, partying (e.g. a medieval feast)
	Irregular rhythms	Excitement, **unpredictability** (e.g. a fast-moving fight)
	Rhythmic ostinato	**Menace**, tension (e.g. the countdown to an invasion)
Dynamics	Loud	**Surprise**, power, large things (e.g. a vast panorama)
	Soft	**Gentleness**, weakness, intimacy, small things (e.g. a new-born lamb)
	Crescendo / Diminuendo	Objects or events getting **closer** / objects getting **further away**

Famous composers

Alan Silvestri

John Williams



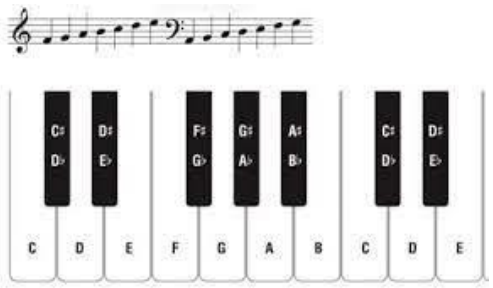
Hans Zimmer

Key Terms

1. Pitch
2. Tempo
3 Leit Motif
4. Software
5. Instrumentation

What is a Leit Motif?
A musical phrase that represents a character, place or idea.

Composing used the keyboard



Composing using Band Lab

Y7 Music 3.2

Just Play

Blinding Lights | Uptown Funk | This Is Me

Band / Ensemble Skills:

- Self confidence
- Coordination
- Teamwork
- Problem Solving
- Discipline
- Appreciation for music
- Communication
- Engagement
- Practice!!!

Vocals

The vocals will be used to sing the melodies to the songs. The vocals will need to be sung with confidence and technique.

Drums

The drums will be used for playing specific beats to songs. The drums are played to keep the band in time.

Bass Guitar

The bass guitar will be used to play root notes through TAB music. These root notes will be played in a variety of different finger placements.

Electric Guitar

The electric guitar will be used to play chords through TAB music. These chords will be played with a variety of strumming patterns and different finger placements.

Keyboard

The keyboard will be used for playing triad chords. These chords must be fluently and with specific rhythms.

Key Terms

1. Confidence
2. Expression
3. Notation
4. Fluency
5. Instrumentation

Ukulele

The ukulele will be used for playing chords through TAB music. These chords will be played with a variety of strumming patterns and different finger placements.

Y8 French Assessment A Knowledge Organiser

People & Personality		
Napoleon		Military leader
Charles de Gaulle		President
Jeanne d'Arc		Saint
Marie Curie		Physicist
Monet		Artist
Pasteur		Chemist
petit (e)		small
grand (e)		tall / big
beau/belle		beautiful
énervant(e)		annoying
amusant (e)		fun/funny
intelligent (e)		intelligent
fort (e)		strong
moche		ugly
plus…que		More than
moins..que		Less than

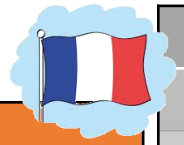
Other key verbs		
je mange		I eat
Je bois		I drink
J'ai		I have
Je suis		I am

Key Phonemes		
é		*ay*
è		*eh*
e		*euh*
ch		*sh*
qu		*kuh*
gne		*nyuh*
i		*ee*
oi		*wah*
ç		*ss*
ill		*eey*
an		*on*
eau		*oh*
en		*on*
in		*an*
iqu e		*eek*
eux		*euh*

Make sure you know the alphabet in French too!

Introductions & basics		
Bonjour		Hello
Je m'appelle…		I'm called..
J'ai … ans.		I'm … years old
J'habite à…		I live in…
Merci!		Thank you!
De rien!		You're welcome!
Oui / non		Yes / no
Au revoir		Goodbye

Clothes		
Je porte		I wear
un pantalon gris		grey trousers
un pull rose		a pink jumper
des baskets blancs		white trainers
des chaussettes vertes		green socks
confortable		comfy
à la mode		fashionable
Affreux (se)		awful



Food & drink		
les légumes		vegetables
le jambon		ham
le fromage		cheese
le poisson		fish
les biscuits		biscuits
la glace		ice cream
le poulet		chicken
le gâteau		cake
les chips		crisps
le jus d'orange		orange juice
le lait		milk
le café		coffee
l'eau		water
(dés)agréable		(un) pleasant
(mal)sain(e)		(un) healthy
délicieux (se)		delicious
savoureux (se)		tasty
fade		bland
dégoutant (e)		disgusting

Likes and dislikes		
Je préfère		I prefer
J'adore		I love
Je n'aime pas		I don't like
Je déteste		I hate
J'aime		I like

Places in Paris		
l'Arc de Triomphe		
le Musée du Louvre		
Sacré Coeur		
les Champs Élysées		
le Centre Pompidou		
la Tour Eiffel		
Notre Dame		
Disneyland		

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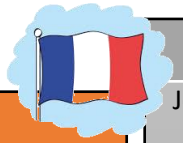
Y8 French Assessment B Knowledge Organiser



Festivals in France		
Ma fête préférée est…		My favourite festival is…
Noël se passe…		Christmas takes place in…
La Fête du Citron		Lemon Festival
Mardi Gras		Pancake Tuesday/Shrove Tuesday
La Fête des Lumières		Festival of Light
Pâques		Easter
Le Festival de Cannes		Cannes Film Festival
On s'habille…		We wear…
On boit…		We drink…
On mange…		We eat…

Other key verbs		
Je mange		I eat
Je bois		I drink
J'ai		I have
Je suis		I am
Je regarde		I watch
J'aime regarder		I like to watch

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TV Programmes		
les documentaires		documentaries
les émissions de sport		sports programmes
les émissions de télé-réalité		reality TV shows
les émissions musicales		music programmes
les series		series
les feuilletons		Soap operas
les infos		The news
les jeux télévisés		Game shows
les dessins animés		cartoons

Types of Film		
les films d'action		action films
les film fantastiques		fantasy films
les films d'aventure		adventure films
les films d'horreur		horror films
les films de science-fiction		Sci-Fi films
les films d'arts martiaux		martial arts films
les films d'amour		romance films
les comédies		comedy films

Numbers 20+		
20		vingt
21		vingt et un
30		trente
31		trente et un
40		quarante
41		quarante et un
50		cinquante
51		cinquante et un
60		soixante
61		soixante et un
70		soixante-dix
71		soixante et onze
80		quatre-vingts
81		quatre-vingt-un
90		quatre-vingt-dix
91		quatre-vingt-onze
100		cent

PANDA (opinions)		
Je préfère		I prefer
J'adore		I love
Je n'aime pas		I don't like
Je déteste		I hate
J'aime		I like

Complex Opinions		
Je suis fan de…		I'm a fan of…
J'aime beaucoup		I like a lot…
J'ai horreur de		I really hate…
Je ne suis pas fan de		I'm not a fan of…
Je ne supporte pas		I can't stand…
J'ai une passion pour…		I have a passion for…

PECPC – Because words

parce que étant donné que
car puisque **comme**